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Report of conference which examined principles, policies, procedures, and practices conducive to the development of high-quality professional laboratory experiences off campus. Student teaching received most attention in the study. The report includes sections on interpersonal relationships, roles and responsibilities of personnel, cooperative inservice activities of college-public school-community which contribute to high-quality professional laboratory experiences, standards developed at State and local levels, and relationships between on-campus and off-campus professional laboratory experiences.

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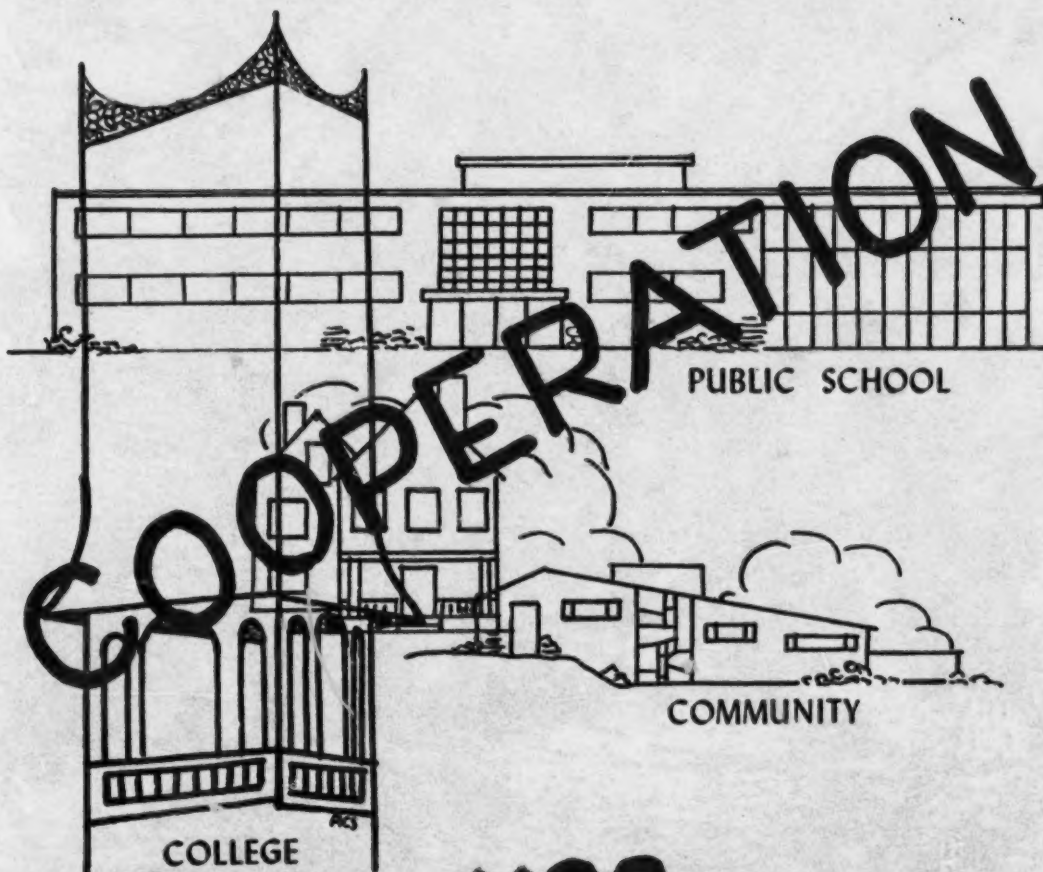
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ACHIEVING

QUALITY

**IN OFF-CAMPUS PROFESSIONAL
LABORATORY EXPERIENCES**



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THE ASSOCIATION FOR STUDENT TEACHING

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ACHIEVING QUALITY
IN OFF-CAMPUS PROFESSIONAL
LABORATORY EXPERIENCES

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The Association for Student Teaching

Iowa State Teachers College

Cedar Falls, Iowa

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The Spearfish Workshop

AUGUST 13-18, 1956

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PREFACE

The 1956 Workshop of The Association for Student Teaching was held at Black Hills Teachers College, Spearfish, South Dakota. The theme of the workshop, "High Quality Professional Laboratory Experiences--A College-Public School-Community Cooperative Enterprise," was selected to emphasize the significance of and necessity for a cooperative approach to the development of high quality professional laboratory experiences off-campus. The public school, the college and the community represent the cooperating agencies while the public school teacher is identified by his function, that is, supervision, and thus is a "supervising teacher." "Cooperative" emphasizes the importance of getting everybody into the act--college-public school-community personnel--wherever the experiences come in the teacher education program or whatever the experiences may be.

The workshop was planned for participants to study intensively ways by which college, public school and community can cooperatively develop high quality professional laboratory experiences in off-campus schools. Ten groups of participants were organized, each concentrating on a structured sub-topic assisted by a consultant selected by virtue of his special qualifications. The highly structured nature of the workshop was designed with the intent that principles, policies, procedures and practices found valuable by participants in developing high quality professional laboratory experiences off-campus would be thoroughly examined. It was planned further that principles, policies, procedures and practices receiving consensus of judgment as effective would be submitted in bulletin form to the teaching profession.

Although the term "Professional Laboratory Experiences" is used in the bulletin title, it was not possible in the workshop to study intensively the development of high quality in all types of off-campus professional laboratory experiences. Student teaching received most attention in study and discussion and is treated in this bulletin almost to the exclusion of other laboratory experiences. However, it was the consensus of the workshop participants that principles, policies, procedures and practices recommended for the development of high quality in off-campus student teaching would be equally applicable to the development of high quality in other types of off-campus professional laboratory experiences.

Emphasis in the workshop was placed upon the school and community "center" as offering the most potential for the development and maintenance of high quality in off-campus professional laboratory experiences. "Center," as used here, refers to a school that contracts with a college or university to provide student teaching for fifteen to thirty students living in the community. The student teaching program is coordinated by a member of the college or university faculty (student teaching coordinator) living in the community. Discussion and recommendations in this bulletin consider the student teaching "center" to the exclusion of other types of student teaching facilities. Any recommendation concerning the development of quality in a center should be applicable to the development of quality in other facilities, but, most likely, would be more difficult to achieve. For example, the close working relationship between public school and college would be most difficult to achieve in a student teaching program in which the college supervisor assumed responsibility for visiting student teachers in many schools. Most often, reference in this bulletin is made to a "student teaching" center, not to a center for other types of professional laboratory experiences. It was considered, however, that principles, policies, procedures and practices recommended for the development of high quality experiences in student teaching centers would be equally applicable to centers which were partially or entirely for participation experiences for teacher education students.

The workshop director and consultants comprised the editorial committee. Each section of the bulletin was prepared by a consultant from materials developed by the production group or groups that he assisted. You will note some overlapping and duplications. To have removed overlap and duplication would have made sections appear incomplete, or incomprehensive to one who is concerned with and reads only one section.

We hope that suggestions made in the bulletin assist you in developing cooperatively with public school and community higher quality in off-campus professional laboratory experiences.

Dwight K. Curtis

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**ACHIEVING QUALITY
IN OFF-CAMPUS PROFESSIONAL
LABORATORY EXPERIENCES**

I

INTRODUCTION-GUIDELINES*

WHAT PROFESSIONAL LABORATORY EXPERIENCES?

The experiences to be provided must be generally and, if possible, specifically defined before we can proceed to discuss high quality. Although what happens to the student in the process of experiencing is of greater significance than the kinds of experiences, it is still imperative that areas or types of experiences be identified. No list of experiences can be pre-determined for all students but perhaps all students should have experiences within the same types or areas. Also, emphasis among and within types or areas will be determined by appropriateness for individual students.

One approach might be to classify experiences according to general areas of teacher responsibility in public education. For example, the following might be used:

1. Classroom instruction
2. Extra-class activities
3. School improvement activities
4. Pupil guidance and counselling
5. Teacher-administrator relationships
6. Teacher-parent relationships
7. Teacher-community relationships
8. Self-growth activities

A classification such as that above does not yet answer our question. For example, it is not experience in classroom instruction per se but the nature of experiences in classroom instruction. Do we want unit instruction, or lecture? In homeroom meetings do we want group guidance and counselling; roll calling; reporting in; class business; or initiation of school improvement, policies and practices? In parent-teacher relationships do we want letter grades to parents, parent-teacher conferences instead of written pupil reports, PTA meetings, homeroom meetings with parents, homeroom meetings with parents and pupils, or parent-teacher cooperative school improvement activities?

Any teacher education institution planning for off-campus professional laboratory experiences must determine cooperatively with public school and community personnel the nature of experiences to

*Prepared by Dwight K. Curtis.

be provided. Further, determination concerning the nature of experiences must be made cooperatively as the program develops.

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HIGH QUALITY PROFESSIONAL LABORATORY EXPERIENCES:

A Statement of Nature

A given professional laboratory experience does not have a high degree of quality per se. Conceivably, any professional experience provided off-campus in school or community may have some degree of quality for teacher education students. Degree of quality would be inherent in the nature of any experience but would vary among students, vary for any student in relation to his readiness for the experience, vary according to time in sequence when it occurred, and vary for any student according to the manner by which the experience is presented or provided. Also, the quality of a student's total professional laboratory experiences may be determined by the presence or absence of certain experiences, the relative emphasis given to certain experiences, the sequence in which experiences occurred, the nature of emphasis within certain experiences, and the manner in which the experiences were presented or provided.

Accepting the limitations of experiences in terms of appropriateness for each student, high quality professional laboratory experiences may be characterized as follows:

1. Student growth in professional laboratory experiences is guided.
2. Student growth is commensurate with his ability.
3. The student learns to act on insight or understanding or learns to intellectualize from his experiences in assuming the responsibilities of teachers.
4. The student learns to evaluate self and to provide for self-growth.
5. The student grows in professional ethics.
6. Provision is made for the student to learn to assume the responsibilities of a professional person in school and community.
7. Emphasis is placed upon student growth in making value judgments.

8. The school and community environment enables the student to apply what he has learned in his teacher education program.
9. Student progress enables him to meet the opportunities and responsibilities of his first teaching position creatively and with confidence.

To have agreed upon the above as characteristic of high quality professional laboratory experiences gives no assurance that high quality will be realized. High quality is achieved gradually as those who guide student teachers thoughtfully study student growth, analyze student problems, plan and evaluate with students and carefully provide conditions designed to contribute to maximum student growth. The development of high quality in off-campus professional laboratory experiences requires continuous, intensive, cooperative study and experience by public school-college-community personnel.

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See, for additional criteria or characteristics:

1. Lindsey, Margaret, *Major Findings and Recommendations in the Study of Professional Laboratory Experiences*, American Association of Teachers Colleges, Oneonta, New York, 1948.
2. Lindsey, Margaret, *Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria*, American Association of Colleges for Teacher Education, Oneonta, New York, 1949.
3. Sharpe, Donald M., "Professional Laboratory Experiences," *Teacher Education for a Free People*, Donald P. Cottrell, Editor, American Association of Colleges for Teacher Education, 13 Elm Street, Oneonta, New York, 1956. Pp. 192-197.
4. Przychodzin, Joe, *Student Teaching in Off-Campus Schools*, Unpublished doctoral dissertation, University of Missouri, Columbia, Missouri, 1953.

CONDITIONS ESSENTIAL TO HIGH QUALITY OFF-CAMPUS PROFESSIONAL LABORATORY EXPERIENCES

In this bulletin we review activities, procedures and evaluative measures by which public school, college and community can cooperatively develop high quality professional laboratory experiences. It is conceivable for us, in our enthusiasm, to have overlooked the fact that the odds may be against some of us before we even start. That is, in our particular situation we may not be able to get the cooperation or, with the cooperation, we may not be able to get the desired quality of experiences.

We must not assume that high quality professional laboratory experiences may be obtained in any off-campus school or in any type of cooperative arrangements with off-campus schools. Factors may prevail in some types of off-campus programs or in some schools sufficient to preclude development of high quality no matter what efforts are exerted. We need to examine the potential of our programs and of the schools and communities with which we are working to determine whether the odds are heavily for us or against us.

Teacher education institutions do not have the manpower to pump water into fields in which the soil is inherently sterile. Thus, assessments must be made before plans are formulated and commitments reached. First, the proposed program of professional laboratory experiences needs to be assessed in light of the quality of experiences desired; second, the immediate potential for professional laboratory experiences in possible cooperating schools and communities needs to be assessed in light of quality desired; and third, the developmental potential for professional laboratory experiences in the schools and communities needs to be assessed in light of quality desired.

This assessment each must make with his own program before much time is spent trying to arrive at procedures that may contribute to the development of high quality professional laboratory experiences. Each teacher education institution should ask itself, "What conditions must prevail before we can have confidence that suggested activities, procedures and evaluative measures can be effective in the development of high quality laboratory experiences?"

We are proposing for your consideration and as a point of departure, conditions that seem to be essential before we can have much confidence in proceeding to devise ways by which high quality professional laboratory experiences may evolve in schools and communities.

1. Desired experiences are available in the school and community or we have confidence that they can be made available.
2. The quality of school and community personnel essential to the development of a program in which students can obtain high quality professional laboratory experiences exists or we have confidence that personnel of the desired quality may be obtained.
3. The physical facilities in school and community are judged to be such as to contribute to high quality professional laboratory experiences.

4. There is a close relationship between on-campus and off-campus professional laboratory experiences.
5. College, public school and community personnel can co-operatively and intensively work toward the improvement of quality in professional laboratory experiences. (This process is continuous year after year and requires that ample time be made available for personnel to work together.)
6. Development of and provision for high quality professional laboratory experiences is considered a major function of the school and community.
7. The climate in school and community is conducive to the professional growth of supervising teachers as responsible personnel in teacher education. (This presumes readily available literature in teacher education, ample time through release of other duties, opportunities and encouragement to attend teacher education conferences and workshops, membership in teacher education organizations, and a readily available professional library.)
8. Personnel and personnel time are available to evaluate the quality of professional laboratory experiences.
9. Philosophy and practice in public education closely approximates that advocated by the teacher education institution.

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1. Sharpe, Donald M., "Professional Laboratory Experiences," *Teacher Education for a Free People*, Donald P. Cottrell, Editor, American Association of Colleges for Teacher Education, 13 Elm Street, Oneonta, New York, 1956. Pp. 201-216.
2. Unpublished addresses by Workshop Consultants: Helen Richards, Lois C. Blair, E. S. Christenbury, Hamilton G. Vasey and Ruth A. Stout. Available from A. C. Moon, Executive Secretary, The Association for Student Teaching, Cedar Falls, Iowa, \$1.00 per packet.

SELECTION OF AND CONTRACTURAL ARRANGEMENTS WITH SCHOOL AND COMMUNITY CENTERS

Having determined the experiences desired, the quality of experiences desired and conditions essential for high quality professional laboratory experiences, it is necessary to consider schools where these prerequisites may be found or in which we have the most confidence that they can be realized. The criteria to be used in the selection of schools proposed below presuppose that the teacher education institution intends to develop centers rather than to place

a few students in many schools. However, the criteria are considered to be equally applicable in either type of arrangement.

Criteria for the Selection of School and Community Centers¹

Vasey,* from the vantage point of a superintendent of schools with experience in cooperatively initiating, developing and evaluating a student teaching program in his school and community, emphasized four criteria. The following excerpts are taken from his address to the workshop.

"We are not going to create a good educational climate in a school and community over night. Instead of giving so much attention to ways by which the school system may be changed so that it will be as we would like, more attention should be given to the original selection in order to find communities where the climate is already good. Then, as the program of professional laboratory experiences is developed, the type of situation in which we want our students to work can be realized through a process of refinement.

"The most important single criterion of a good school system, and therefore, of a good location for a student teaching program, is how much that community is spending on its educational program—the per pupil cost. The per pupil cost figure reflects everything that the school system does—it's a measure of ability, it's a measure of tenure, it's a measure of salaries; all are included in that per pupil cost figure, and by comparing the figures for school systems, assuming comparable size, which you are considering as possible off-campus centers, you won't go wrong if you select one where the per pupil cost figures stand out as being considerably higher than the other possible choices open to you. Research indicates that the school districts, assuming comparable size, that are spending the most money for public education have the best programs.² If we want to make the per pupil figure of even greater predictive value, instead of considering the per pupil cost for any one year, consider it over a period of years, because the school systems that were good twenty years ago still tend to be the best today; they have led the field, they've pioneered in most of the

*Hamilton G. Vasey, Superintendent of Schools, Fargo, North Dakota.

¹Also see, *Criteria for Selecting Off-Campus Student Teaching Centers*, College of Education, Southern Illinois University, Carbondale, Illinois, 1957; Curtis, Dwight K. "Off-Campus Student Teaching," *Educational Administration and Supervision*, 38:459-467, December, 1952; and Blanchard, B. Everard, "Criteria for Selecting Student Teaching Centers: An Approach," *Educational Administration and Supervision*, 41:234-37, April, 1955.

²Mort, Paul R., "Cost-quality Relationship in Education," *Problems and Issues in Public School Finance*, National Conference of Professors of Educational Administration, Bureau of Publications, Teachers College, Columbia University, New York, 1952. Chap. II, pp. 9-64.

major improvements that have been made in our public schools.

"The second criterion has to do with the tenure of the staff and the superintendent. Not only how long they have been in this particular community, but where do they go after they leave—are they on their way up or on their way down? When you find communities where teachers who leave go to better jobs at higher salaries, where the superintendents over the years have used these communities as a stepping stone to larger positions, that's a pretty good criterion of the kind of a community that you should want.

"Third, I think you should take a look at the professional attitude of the staff members. We've reached the point today where it's no novelty to have all teachers belonging to the local education association, to the state education association and in many communities to the NEA. But if you look beyond that—find out how many of those eligible belong to the National Council of Teachers of Mathematics, ASCD, ACEI, the National Council of Teachers of English, and other organizations that are devoted primarily to interests of teachers teaching in special areas or fields, I think you will have a good measure of the type of public school staff with which you would be very happy to work.

"Finally, and I think this is an extremely good measure because it is so unusual to find, examine the budget of the district to find out how much money they've put in it for research. If you can find a public school system that has money in its budget for research, that's one you should be interested in because we just haven't learned yet that public schools have some responsibility for leadership in the field of action research. There is a tremendous amount of very important work that can be done right in the public schools by the staff."

Christenbury,* from the vantage point of a director of student teaching responsible for the selection, development and evaluation of off-campus centers, offered the following criteria in the selection of centers in his address to the workshop.

- "1. The community, the school board and the school staff have expressed a desire to have their school and community used by the college as a student teaching center.
2. The public school staff is cooperative in that there is a desire to grow professionally and to help student teachers to grow.
3. The staff of the college has studied the program of the

*E. S. Christenbury, Director of Student Teaching, University of Tennessee, Knoxville, Tennessee.

prospective center and its possibilities and has sound evidence that the situation is conducive to high quality learning experiences for all concerned.

4. The school system includes grades 1 through 12, all of which are available to the student teachers for professional laboratory experiences.
5. The center can be used continuously, that is, year after year.
6. The center can provide adequate living facilities for the student teachers in the community.
7. The center is sufficiently far removed from the college that students will tend to break with campus ties but not so far removed that staff specialists who visit the center will have to spend too much time in travel.
8. The school community can be identified and the agencies and organizations (federal, state and local) that contribute to the educational, economic and social progress of the community can be utilized for laboratory experiences."

The criteria proposed by the public school superintendent and the director of student teaching should be studied carefully by both public school and college. Actually, the criteria may be most helpful to public school personnel for self-evaluation, that is, to help them assess their qualifications and the qualifications of the school and community, discover the implications of a program of professional laboratory experiences in a school and community, and decide whether or not they wish to enter into contractual arrangements with a college. The college bears the burden of responsibility to study intensively with public school personnel the nature and implications of a program of professional laboratory experiences in a school and community. Once both parties have agreed to cooperate in a program of professional laboratory experiences, they are ready to prepare a contract designating the responsibilities of each.

The College-Public School Contract*

The most important single item in establishing a climate for a program of professional laboratory experiences is the contractual arrangement between the public school and the college.

We should keep in mind that boards of education are used to operating on a contract basis. They have clearly defined contracts with their teachers. They ask for bids, and draw up contracts for the delivery of most of the major materials they buy. If a college

*Summarized from Hamilton G. Vasey's address to the Workshop.

goes into a community and sets up a student teaching program which doesn't pan out the way the school board thinks it should, the first thing they're going to say is, "Let's get that contract out and see what it says." The college and public school should have the things they want in it before signatures are affixed.

1. *Procedures in Drawing up the Contract.* What are some procedures that may culminate in a good contractual relationship? The superintendent of schools and the representative of the college should develop a preliminary draft of a contractual relationship that is satisfactory to both. That may take half a dozen different writings. When prepared, it can be used as a basis for presentation of the whole program to the college people, the public school board, the public school staff, and the community in which a student teaching center may be started. After the proposed plan has been thoroughly discussed in the community, at the college, and with the college board of education, it is easy, through a process of refinement, to prepare a final draft to be signed. When a contract that spells out clearly the obligations of the college and public school is agreed upon, then the contracting parties are in a position to initiate a student teaching program that has definite promises of success.

2. *Joint Agreements in the Contract.* The contract should be set up on a trial period basis—3 year, 5 year—some definite period. A trial period has a tendency to eliminate the feeling of finality, as far as a board of education is concerned, and gives the board of education an opportunity to get out gracefully if the program shouldn't work out. Also, it will be easier to get a local board of education to accept the original document if there are definite provisions for the termination of the contract.

The contract should provide for the selection of supervising teachers so that both parties know how many are going to be selected, by whom they are to be selected and what requirements make teachers eligible to guide student teachers.

The contract should definitely specify the manner by which the program is to be coordinated or supervised by the college. There should be a college representative living in the community. The college representative (hereafter referred to as the student teaching coordinator) must be thoroughly familiar with the school and community. It is desirable that he be assigned responsibilities both to the public school system and to the college because it gives the people in the community a feeling that he is one of them. His re-

sponsibilities to the college and to the public school should be clearly defined in the contract.

The contract should provide for an annual, cooperative evaluation of the student teaching program so that both the college and the community can see progress and benefits.

The contract should specify regulations and responsibilities for housing of students living in the community.

There should be provision that the college have some responsibility to help the public school system in the selection of first-rate staff members for the cooperating school. If the college wants a high quality teacher education program in a community, it has to accept some responsibility for helping the superintendent find top-notch teachers. The college keeps records of its graduates, has available evaluations by superintendents, and can be a tremendous help in aiding cooperating school systems in the selection of first-rate teachers.

3. *College Agreements.* The college selects the student teachers and assigns them with the approval of the public school authorities. The public school system should have the right to see that students are withdrawn if there is evidence that they are jeopardizing the learning of children by their presence in the classroom.

Student teachers should follow the public school calendar when they come into the community. If they want to be accepted as a part of the total school program, they have to be there whenever school is in session.

The college takes care of the travel expenses of the coordinator when it involves business for the college. If he is going on a trip for the public school system, then the public school system ought to pay for it.

If the students are going to receive classroom instruction or hold seminars in the community at the same time they are doing their student teaching, the obligations of the college for that instructional service should be spelled out. It is important that the student be in a class or seminar partially because it provides a means of drawing community people, public school staff, the administration and college staff together with a group of student teachers. It gives a wonderful opportunity to make use of local resource people. We can bring in parents, pupils and businessmen, and have specialists such as placement, guidance, audio-visual and curriculum personnel from the college meet with the student teachers. It is most helpful to include as a part of the student teaching experience a regular seminar period

each week for the total group of student teachers so that common problems can be discussed. Also, a seminar serves as a valuable means for the coordinator to:

1. Keep in touch with the day-to-day pulse of every student teacher in the center.
2. Give all student teachers an opportunity to become familiar with problems faced by elementary teachers and by secondary school teachers in the different teaching fields.
3. Discuss such problems as planning, motivation, discipline, marks and evaluation when there is immediate need.
4. Visit with student teachers as a group, agencies and organizations (local, state and federal) that have educational interests.
5. Help students understand and learn how to adjust to a school-community environment.

To develop and maintain a high quality program, the basic philosophy should be that the college pays for any service it desires that would not otherwise be provided by the school system. In other words, if the college expects twenty per cent of the time of ten teachers, then it ought to pay the cost of twenty per cent of the salaries of ten teachers and expect the school system to free those ten people from twenty per cent of their usual load to work with student teachers.

4. *Public School Agreements.* The public school should provide the requirements that the college needs for the program; office space for the coordinator and for conferences with student teachers, space where the student teachers can meet as a class, and, in addition, the right to use any of the school facilities of the community.

The public school system should have some responsibility for developing the community experiences needed for prospective teachers.

Payments that the local community receives from the college should not be given outright to the supervising teachers because a bad morale situation may be set up by so doing. If we believe that preparing teachers should be a staff project in the local community involving everybody, then certainly we're not going to get everybody involved with the right spirit if we pay some and don't pay the others.

The public school system should be expected to pay the college for any services which it gets as a result of this cooperative agreement. If the coordinator has some responsibility to the school system, this responsibility should be set up on a time basis and the

college paid in terms of the coordinator's salary for the time that is devoted to the public school.

The public school should recommend as supervising teachers only those staff members with a minimum of four years of college preparation and three or more years successful teaching experience. At least the master's degree or equivalent is recommended as minimum preparation for fully certified supervising teachers. There is considerable prestige value for local staff members to be designated as supervising teachers and selection provides an incentive for teachers to continue toward a higher level of preparation.

The process of selecting student teaching centers should result in understandings, agreements, definition of personnel responsibilities, and financial arrangements, of which, all or any, may be included in a contract between the public school and the college. Some may prefer a detailed contract whereas others may prefer a brief, general contract with agreed upon specifics appended. Regardless of form of contract, specifics must be carefully studied and agreed upon before a contract can be prepared. In all fairness, it should be said that some schools have successfully operated and are successfully operating on the basis only of verbal agreements arrived at through a series of conferences. A well calculated contract, however, is recommended over any sort of verbal agreement.

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II

INTERPERSONAL RELATIONSHIPS—REMINDER AND REVIEW*

The degree to which success is achieved in developing high quality professional laboratory experiences off-campus depends chiefly upon the interpersonal relationships of all concerned. For that reason, we should reflect upon our ability to work cooperatively with others before launching into programs of off-campus laboratory experiences.

Intensive planning, study, discussion and evaluation must be done cooperatively by college, public school and community personnel if high quality professional laboratory experiences are to be realized off-campus. Each group, from its distinct vantage point, must learn to think, exchange ideas, express points of view, generate respect and resolve differences with the other groups. The college people, bringing professional laboratory experiences into the community, do not have all the answers. Public school personnel need not stand in awe of college personnel.

High quality professional laboratory experiences off-campus can develop only when there is harmonious working together by college, public school and community personnel. A climate conducive to cooperative development is possible only among people who possess mutual understands and respect for each other. Basic to the development of harmonious, cooperative attitudes is a thorough understanding of people and their behavior, of group dynamics and genuine feeling of respect for the worth and dignity of the individual.¹ For the above reasons, we recall basic principles, practices and procedures essential to effective group interaction. It would be well that college, public school and community personnel who will be working together consider thoughtfully the items included below. Frequent review of procedures effective in good working relationships is desirable for those who are in positions of leadership or in positions where exchange of ideas and thinking together is inherent or potentially inherent in their jobs.

*Prepared by Edward L. Ruman and Helen P. Brown from report of Workshop Production Group 1 (group members listed at end of section).

¹Dickson, George E., "The Crux of an Off-Campus Student Teaching Program," *Educational Administration and Supervision*, 39:139-146, March, 1953.

GENERAL CONDITIONS CONDUCTIVE TO EFFECTIVE GROUP PARTICIPATION

In succeeding sections of this bulletin, many discussion situations between college, public school and community personnel are recommended and are considered necessary if school and community laboratory experiences are to be of the quality desired. Some of the meetings should be in the public school or community and some at the college. Any meeting that is called should be carefully planned, preferably by representatives of the groups immediately concerned. Consideration must be given to the physical conditions of meetings (time of day, place of meetings and size of groups) as well as to the problem or topic to be discussed and the manner in which the discussions are to be conducted.

The basic problem in initial meetings and maybe during the first year is in learning to work together in such a way that ideas are expressed freely and understandings and decisions reached with facility. Five general conditions are essential for effective meetings:

1. There is a definite purpose for each meeting clearly understood by all participants. The purpose should be clarified in a previous meeting or in a memorandum circulated to the participants preceding the scheduled meeting.
2. The number of participants in a group should be controlled to facilitate discussion. The larger the group the less it lends itself to consensus. Groups should not be larger than twelve to fifteen for effective participation, although smaller groups would be more desirable.
3. Everyone must have the opportunity to be heard and each must try to understand the other's point of view. Extreme points of view may emerge, but these do not have to be resolved immediately. As college, public school and community members of the group come to know and understand each other, extreme differences often become less extreme and consensus is reached more easily.
4. A group should be flexibly structured; a rigid, pre-determined goal should not be established because it tends to hinder group interaction and to limit production. An agenda for a meeting is desirable but it must not be rigid. For example, a group of supervising teachers meeting with the college supervisor may decide to discuss student-teacher conferences at the next meeting. An agenda of sub-topics is prepared but the discussion does not exclude points which the participants feel were omitted.
5. A "we" feeling must develop in the group before its poten-

tial will become evident. Off-campus professional laboratory experiences must be cooperatively developed; therefore, the "team" concept is necessary.

PRINCIPLES OF EFFECTIVE INTERACTION

Each meeting should be planned by a committee which includes the discussion leader. The committee and leader must be sensitive to group interaction as related to individual growth, group progress, consensus, number participating and tensions in order to evaluate discussion and its outcomes and to plan for greater effectiveness in future discussion. The planning committee tries to set the stage for the leader to guide group participation effectively.

In case the meetings are planned by the discussion leader, he should be just as careful to assure desirable group interaction and discussion outcomes. The following principles are recommended for use by planning committees and discussion leaders in effecting desirable interaction:

1. Mutual respect is basic to good human relations. There must be respect for the values held by others and genuine respect for the worth and dignity of each individual. The public school teacher knows his job and the college representative knows his, so their status in planning and developing a student teaching program is that of peers.
2. Be a good listener so that you will know what the others really think. Be interested and willing to listen to the other person's ideas whether you agree with them or not. College personnel are accustomed to verbalizing their thinking, while public school personnel may find verbalization difficult, especially with college people present.
3. Be sensitive to timing. Sense when a group is ready to consider an idea, when it wants to penetrate an idea intensively, and when it is ready to reach a decision or consensus. College representatives and public school administrators must reach agreements, not make demands or press for hasty agreements.
4. Judge a contribution by the worth and objectivity of the idea and not by the official position of the contributor.
5. When reacting to an idea that is presented, be sure to react objectively to the idea itself rather than appear to react to the personality of the one who is presenting the idea. (So often it is how one says something rather than what he says that creates misunderstandings and apprehensions in discussion.)
6. Avoid personal involvement in presenting an idea. There

is a direct relationship between the ability to accept criticism or challenge of an idea and the personal involvement of the one presenting the idea. The closer the idea is to the feelings of an individual, the more important it is for him to present it objectively. Perhaps reading is not taught in the public school exactly as you would like. Discuss the method objectively, not critically, to understand their thinking and method.

7. Be sure of facts and their implications before you react to statements of others. Don't think you have the other person's idea—get it! Understand the total situation before reacting. Each public school and community presents a particular set of circumstances, traditions, sentiments and other conditions with which college personnel must become thoroughly acquainted. Public school personnel need to become thoroughly acquainted with the teacher education program in each college with which they work.
8. Realize that people see a situation through their own background experiences and emotions. A person can accept an idea only in-so-far as his experiential background will permit him. A supervising teacher who has learned to teach by being told how may tell his students how to teach and may feel that guiding the student teacher is a waste of time.
9. Recognize and guide those people who think along the fringes of the idea and those people who speak at a tangent. Help such people to relate their thinking to that of the group, that is, to stay on the subject. Time is precious because it is not easy for college, public school and community personnel to find mutually agreeable meeting times and places. Wandering from the subject may jeopardize interest in study and discussion of mutual problems.
10. Most reactions in group discussion are directed toward segments of a concept, rather than toward the entire concept. Most concepts are composed of many parts, and criticism or acceptance of a part does not necessarily mean rejection or approval of the total concept. Thus, the superintendent who objects to an eight weeks' full time student teaching period may be objecting only to the short period, not to the fact that it is full time.
11. Group members recognize beliefs, convictions and prejudices in themselves as well as in others. When the group cannot go beyond judgments biased by particular "well-ingrained reference scales" of the individuals, agreement in planning or evaluating is impossible. If differences between public school and college points of view seem beyond reasonable agreement, negotiations should cease.

SUGGESTIONS FOR EFFECTIVE LEADERSHIP

Those in the public school and college who assume or will assume leadership in the development of off-campus professional laboratory experiences have a challenging but difficult role. No matter how well the meeting is planned or how favorable the general atmosphere, the success of the meeting may depend largely upon the skill of the leader. Stakes are high in developing high quality in off-campus professional laboratory experiences. Leadership skill is crucial. The suggestions which follow have been selected and are recommended as being especially important to keep in mind:

1. Realize that the behavior of the group will be vitally affected by obvious or hidden motives of the individual participants. Objective, thoughtful consideration of expressed points of view or ideas is the goal.
2. Help individuals become more effective in their relationships with others. Harmonious interchange of points of view or ideas, not agreement, should be the goal.
3. Analyze contributions in relation to the emotional basis of the idea; then help the individual to see his viewpoint in perspective.
4. Discuss and air conflicts and differences; do not squelch them.
5. Understand that the stimulus for group action comes from beliefs and convictions of the individuals in the group. Avoid pursuing ideas when beliefs become biased or prejudiced to the extent that emotions are vitally involved, because group action may become charged with feelings which are frustrating and even antagonistic.
6. Help the group arrive at successful solutions to non-controversial issues before pursuing topics from which disagreement may arise or has arisen. Allow the group to achieve a feeling of success before it comes to an emotional "squaring off."
7. Intergroup understanding is impeded by ignoring individual and group differences and by treating all persons as though they thought alike.
8. Within reasonable limits adhere to time allotments determined by the group membership.
9. Help the confused or emotional individual in private to analyze and understand his behavior; then guide him to a more desirable pattern of action.
10. Include, insofar as possible, the entire membership of the group in the discussion. Discourage and avoid dialogue.

11. Be sensitive to contributions as they evolve. Learn to recognize when people want to talk and when they would rather wait or listen. Prevent a few from talking too much.
12. Realize that confidence, ease, poise, kindness and thoughtfulness are just as contagious as are fear, insecurity, excitability, irritability and callousness.
13. Put each member at ease; make him feel his belongingness and worthiness by:
 - a. Arranging the environment for comfort, informality and effective interaction
 - b. Meeting the group in an informal social situation as soon as possible
 - c. Establishing time limits for meetings
 - d. Remembering and using names and encouraging others to do so
 - e. Looking for strong features in programs, ideas and people
 - f. Continuing existing procedures and practices until they have been studied and their weaknesses have been determined
 - g. Making change slowly and on the basis of group evaluation
 - h. Emphasizing the value of different types of contributions
 - i. Helping the undemocratic or opinionated by evaluating procedures used in group meetings and by bringing to the group materials and individuals who stress democratic values
 - j. Refraining from the temptation to grab control when a member makes a mistake
 - k. Sharing all praise and recognition
 - l. Refraining from all remarks, even in jest, that belittle the ability or contributions of others
 - m. Asking questions that relieve anxiety about discussing a problem.

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III

ROLES AND RESPONSIBILITIES OF PERSONNEL INVOLVED IN OFF-CAMPUS PROFESSIONAL LABORATORY EXPERIENCES*

Professional laboratory experiences, known then specifically as student teaching, were required of prospective teachers as early as 1698.¹ At that time, students demonstrated their ability by teaching fellow students. Since then, student teaching as a recognized phase of teacher education has steadily gained in importance. Today it is the culmination of a series of organized professional laboratory experiences which receive major emphasis in the preparation of teachers. Students now look forward to a period of concentrated teaching during which they assume full responsibility for the learning experiences of pupils under the guidance of highly competent teachers.

Whether or not prospective teachers may look forward with certainty to an enriched program of professional laboratory experiences off-campus depends upon the extent to which college and public school personnel assume their responsibilities in the development of such programs. Current trends in pre-student teaching and student teaching experiences make it necessary for all concerned—college, public school and community personnel—to give wholehearted consideration to the fact that provision for campus and off-campus experiences in observation, participation and actual teaching must be expanded. Thus, greater demands are being made and will be made on public schools to supplement the college program by providing professional laboratory experiences which will improve the pre-service education of teachers.

Recognition of the growing need for shared responsibility in teacher education should enable educational leaders in both colleges and public schools to see rich opportunities for reciprocity. Working together on common problems should bring the two systems of education closer together; provide a common basis for inter-

*Prepared by Helen Richards from report of Workshop Production Group 2 (group members listed at end of section).

¹Perrodin, Alex F., "The Development of Laboratory Schools in Teacher Education," *Functions of Laboratory Schools in Teacher Education*, Thirty-Fourth Yearbook, The Association for Student Teaching, Lock Haven, Pennsylvania, 1955. Chap. 1, p. 1.

change of ideas; and result in mutual help in the evaluation of the educational programs of the respective systems.

Those of us who are responsible for the education of teachers must be more keenly aware of and place more emphasis on the "total" in the student's educational experiences as the underlying factor in determining the type of teacher he will become. The prospective teacher does not learn how to teach by enrolling in a methods course; neither does he acquire necessary skill in teaching through observation of classroom activities. Learning to teach follows a developmental sequence; a theory of education which holds that "the way a teacher prepares for teaching is likewise the way in which he will teach." In explanation of this point, Patterson stated that:

"Prospective teachers who have spent four years listening to lectures, studying a textbook, being graded upon their mastery of knowledge become teachers who use these same techniques in their own classrooms. No three-hour course in educational theory and practice can break through that pattern of habit."²

The "total" in a student's educational experiences refers to what he does in his academic courses, in his professional courses, and in his laboratory experiences on and off-campus. These phases of the student's total education should be so interrelated that one gives support and direction to the others. Educators view these interrelationships as the basic step to improved teacher education. In summary, the basic beliefs regarding professional laboratory experiences on and off-campus are:

1. Professional laboratory experiences are an integral part of the total program of teacher education.
2. The prospective teacher, in academic courses as well as in professional education courses, should learn principles and practices of good teaching which he can make functional in his laboratory experiences on and off-campus.
3. The current trend toward more off-campus student teaching is due (1) to increased college enrollment in teacher education institutions which has limited campus schools in their ability to provide adequate laboratory experiences for large numbers of students, and (2) to the belief that off-campus situations provide a more natural setting for the teaching-learning experiences.
4. Provision for high quality professional laboratory experiences for student teachers in off-campus situations is the

²Patterson, Allen D., "The New Look in Student Teaching," *The Educational Forum*, 19:421, May, 1955.

joint responsibility of the cooperating school systems, the communities and the college.

5. The success of any off-campus student teaching program is dependent upon the sincere cooperation, mutual respect and esteem existing among the public school, college and community personnell involved in the program.
6. Growth and improvement of a successful off-campus student teaching program is characterized by continuous, discriminating evaluation of current practices by public school and college personnel.

A program of high quality professional laboratory experiences off-campus involves, in a sense, all college personnel, all public school personnel and representatives from the public school community.* There are, however, persons in the three groups who are more directly responsible for the success of the program. In the public school the supervising teacher, the principal, the supervisor, the superintendent, and the patrons are key persons in the successful operation of the program. College personnel directly responsible for giving direction to professional laboratory experiences are the director of student teaching, the college supervisor or coordinator, laboratory school personnel, professional and academic instructors, and the follow-up supervisor or coordinator. Others who have important duties are: the college president and immediate staff, dean, and department heads or comparable administrative officers.

PUBLIC SCHOOL PERSONNEL

The Supervising Teacher

There is little doubt as to the importance of the supervising teacher in the teacher education program; neither is there reason to question the extent of his influence upon the pupils he teaches. When we realize how the influence of supervising teachers widens through the future pupils of the student teacher, the value to the college and to society of excellent supervising teachers is unquestionable. Each failure or near failure on the part of a student teacher points up the necessity for supervising teachers who are dedicated to the task of helping to prepare teachers.³ They should be persons who find teaching a satisfying experience, who are alert to the latest methods,

*See Section IV, "Cooperative In-Service Activities of College-Public School Community Which Contribute to High Quality Professional Laboratory Experiences."

³Richards, Helen L., *Problems of Supervisors of Student Teachers*. Unpublished doctoral dissertation, University of Iowa, 1955. p. 9.

and who are able to communicate effectively with student teachers. Some of their major responsibilities in relation to the public school, college and student teacher are:

1. Planning for the initial orientation of the student teacher to the classroom and to the school
2. Acquainting himself with the program of student teaching as proposed by the college
3. Familiarizing himself with the background of the student teacher (through materials sent by the college)
4. Creating an atmosphere of acceptance of the student on the part of himself, the pupils, the faculty and the community
5. Introducing the student teacher to classroom routines and instructional procedures
6. Providing opportunities for observation and participation on the part of the student teacher in various class and extra-class activities
7. Acquainting the student teacher with pupil personnel records and the manner in which they are kept and used
8. Acquainting the student teacher with instructional materials, supplies and equipment available to him
9. Orienting the student teacher to the accepted pattern of planning
10. Establishing a climate in which the student teacher may gradually develop skill in planning and continuously evaluate his own planning procedures
11. Treating the student teacher as a co-worker rather than as a subordinate
12. Providing opportunities for the student teacher to test theory in practice in a variety of classroom and extra-class situations⁴
13. Arranging the schedule for actual teaching experiences by the student teacher
14. Providing for continuous evaluation of the student's teaching through frequent, planned conferences, weekly report sheets, self-evaluation by the student teacher, and check lists
15. Guiding the student teacher in attaining cooperatively established objectives

⁴Curtis, Dwight K., and Andrews, L. O., *Guiding Your Student Teacher*, Prentice-Hall, Inc., New York, 1954. p. 227-229.

16. Providing opportunities for professional growth through attendance at professional meetings, staff meetings, use of the library; and by building a personal library
17. Providing opportunities and time for conferences with the student teacher
18. Serving as consultant to former students in in-service situations.*

No student teacher should be placed with a supervising teacher who is incompetent, or who expresses unwillingness or even reluctance to assume responsibilities for guiding the student in his teaching experiences. Student teachers have a right to feel wanted. The supervising teacher's attitudes toward the student, his interest in him, his ability to give guidance sufficient for effective growth, and his ability to establish wholesome interpersonal relations are very important to desired growth in future teachers.

The Principal

It is hardly possible to conceive of creating and perpetuating a successful student teaching program off-campus without considering the legal as well as the supervisory responsibilities of the principal. He is the "pivot" person in this program in public schools; he serves as coordinator or shares the coordinating responsibilities of student teaching in his school. He focuses the attention of the supervising teacher, the entire faculty, the student body, and the community on the nature and importance of student teaching; and he enlists their cooperation in making the student teacher feel accepted as he lives and learns in the school and community. Aside from the above, the principal assumes a major leadership role in the following:

1. Providing for initial orientation of the student to the school and the school community (This includes discussing informally the philosophy of the school and community, the contributions teachers make to the total program, the importance of experiences the student is about to have, the school's facilities for enrichment of teaching, and his availability for conferences. The student is made to feel that he is a member of the faculty and a part of the community.)⁵
2. Providing for orientation through provision of pertinent

*Duplication of responsibilities will be noted in succeeding lists. Many responsibilities are shared and initiative must be determined in each school.

⁵Mosher, Howard H., and Bruno, Dorothy P., "Methods of Improving the Student Teaching Program," *The American School Board Journal*, 130:107, March, 1955.

materials—handbooks, bulletins, written school policy—which will assist the student in understanding the school⁶

3. Making available to the supervising teacher and student teacher materials necessary for their work
4. Participating in the supervision and evaluation of the student teacher by visiting the student in his classes and sitting in conferences with the student and supervising teacher, at which time they discuss the quality of the learning situation, first emphasizing the positive and following with suggestions for improvement
5. Providing or arranging for released time for the supervising teacher to hold conferences with the student teacher and to attend important conferences on student teaching
6. Assisting with the selection of supervising teachers
7. Helping with the assignment of student teachers in his school.

The Superintendent

Superintendents are responsible for providing adequate funds to employ and retain a truly professional staff. This is especially true since the public school system as well as the college benefits from the program. Other duties of the superintendent include:

1. Creating a favorable attitude on the part of the school staff, student body and community toward public school responsibility in the student teaching program
2. Developing a cooperative agreement between the college and the public school system regarding the program of student teaching
3. Working with college representatives toward implementation of the cooperative agreement and toward continuous improvement of the educational program
4. Encouraging professional growth on the part of the public school staff by allowing time and financial support for attendance at conferences, workshops and other professional meetings
5. Keeping abreast of current principles and practices in education and keeping his board informed of the cooperative program
6. Providing time for supervision of student teachers and professional growth activities.

⁶Andrews, L. O., "Facilities for Professional Laboratory Experiences," *Education*, 72:318, January, 1952.

The Public School Supervisor

The public school supervisor is close to both the administrative and instructional staffs and is keenly aware of the strengths and weaknesses in the educational program of the school system. This knowledge enables him to give vital assistance to the administration, to the supervising teacher and to the student teacher in the improvement of instruction. In addition to his task of helping in the improvement of the quality of instruction, he functions in other capacities such as:

1. Assisting with the selection of supervising teachers
2. Creating an atmosphere of acceptance of the student teaching program on the part of all teachers
3. Making available to the supervising teacher any materials necessary for his work with the student teacher
4. Assisting with the provision of opportunities for the student teacher's professional growth in extra-class and community activities
5. Helping with the supervision and evaluation of the student teacher (advisory to the coordinator of student teaching, works cooperatively with the student and supervising teacher).

The Community*

Through the superintendent, principal and supervising teachers, patrons of the school should know the nature and purpose of the student teaching program. If the program is misunderstood by parents and other community members, they will not give support. Mosher and Bruno believe that:

"Understanding and support by the board of education, the Parent Teacher Association, and local service clubs are prerequisites to complete success."⁷

When the support of the community has been obtained, patrons will assume their share of the responsibility in the student teaching program. This support may be evidenced by a number of relatively small but quite important gestures which serve to orient the student to the community and which help him develop a feeling of belonging. Mosher and Bruno's description of the contributions of the community is a good definition of its responsibility. They stated that:

*See Section IV, "The Community Cooperates in Teacher Preparation."

⁷Mosher and Bruno, *Op. Cit.* p. 107.

"The student teacher becomes a guest at lunch or dinner meeting of a local service club. He is introduced at a Parent Teacher Association meeting at which time a thumbnail biographical sketch is given by the supervising teacher. He is an invited guest in the homes of some of the parents. He receives mention in the local newspaper as well as the school paper. He is given all worthwhile learning experiences possible through community activities."⁸

COLLEGE PERSONNEL

The role of college and public school personnel in providing high quality professional experiences which will secure future generations against incompetent teachers may be summed up in this statement:

"Educators must accept the responsibility for providing a setting in which the most desirable kinds of learning will take place, and for continually evaluating and refining the program in accord with the needs of teachers."⁹

Herein lies the key to an improved product of teacher education—better teachers.

The task of improving the product of teacher education institutions rests with the total college staff as well as most of the public school staff.¹⁰ The high degree of overlapping in responsibilities among those directly responsible for the success of the program of professional laboratory experiences off-campus exemplifies a kind of inter-relatedness that should exist throughout the teacher education program.

The College President and Immediate Staff

By virtue of his position, the president is a key person in the off-campus student teaching program. He must keep abreast of current educational theory and practice and maintain interest in the entire field of teacher education. Other important duties of the president in this regard are:

1. Giving consideration to adequate budgetary needs of the off-campus program of professional laboratory experiences¹¹

⁸*Ibid.* p. 107.

⁹*Ibid.* p. 55.

¹⁰*Teacher Education for a Free People*, American Association of Colleges for Teacher Education, 13 Elm Street, Oneonta, New York, 1956. p. 223.

¹¹Richards, Helen L., *Op. Cit.* p. 224.

2. Maintaining effective public relations with respect to community and public school personnel¹²
3. Stimulating more effective intra-staff relations as they relate to the off-campus program of professional laboratory experiences.

Dean, Department Head or Comparable Executive Officers

The dean works closely with the president in giving support and direction to professional laboratory experiences off-campus. His specific concerns, however, are:

1. Assisting with setting up the legal machinery for organizing and administering the off-campus student teaching program
2. Initiating measures aimed at better cooperation among academic and professional staffs
3. Directing professional and academic personnel to furnish pertinent data to the guidance director for dissemination to those later responsible for off-campus placement and supervision
4. Providing for sufficient personnel to supervise off-campus professional laboratory experiences.

The Director or Coordinator of Student Teaching

It is the responsibility of the director of student teaching to see that a program of high quality professional laboratory experiences is planned, and that it operates smoothly and effectively for all concerned. He gives guidance to students, college personnel, cooperating school staff and community in effecting the type of off-campus program that results in improving the teaching-learning conditions in the college and in the public schools. Other duties for which he is directly or indirectly responsible are:

1. Establishing or assisting with establishment of contractual agreements with cooperating schools
2. Selecting or assisting with the selection of supervising teachers and coordinating the assignment of student teachers
3. Serving as liaison person between college and cooperating school personnel—building staff, supervising teachers, administrators and the community
4. Arranging for the housing and transportation of student teachers

¹²Andrews, L. O., *Op. Cit.* p. 318.

5. Orienting self and student teachers to the philosophy and practices of the cooperating public school system through regularly scheduled seminars
6. Orienting supervising teachers and others to the nature and functions of the off-campus student teaching program, and continuing in-service help for public school and college personnel who are working or who potentially will work with student teachers
7. Providing materials to assist supervising teachers and principals in the evaluation of student teacher growth
8. Providing leadership in the continuous evaluation of the student teaching program including student teaching, post-student teaching, placement and follow-up of graduates
9. Initiating, through student teacher needs, cooperation between academic and professional college personnel
10. Maintaining consistently good public relations in his dealings with cooperating school personnel.

The College Supervisor or Off-Campus Coordinator

In a sense, the work of the college supervisor or coordinator parallels that of the director of student teaching. His responsibility to the college and to the cooperating school is great for he spends much time in the public school and community (may actually live there) working with the administration, community, supervising teachers and student teachers. His specific duties include the following:

1. Holding pre-student teaching conferences with the administrators, supervisors and supervising teachers in the public school for the purpose of discussing the nature and purposes of the student teaching program¹³
2. Assisting with or coordinating the selection of supervising teachers and in the assignment of student teachers
3. Providing pre-student teaching conferences and seminars for orientation of prospective student teachers to the nature of their opportunities and responsibilities during student teaching—a readiness period
4. Initiating, through the student teacher and his needs, better cooperation and closer coordination between the work of the academic and professional staffs
5. Orienting self and the student teacher to the philosophy and practices of the cooperating school
6. Visiting the student teacher with sufficient frequency to

¹³Helen L. Richards, *Op. Cit.* p. 195.

make adequate check on progress through observations and conferences with supervising teacher and the student teacher¹⁴

7. Providing for activities which stimulate and maintain the professional growth of the student teacher
8. Seeing that supplies, equipment and professional literature are made available to supervising teachers and student teachers
9. Assisting the supervising teacher in evaluating the student teacher
10. Furnishing information about the student teacher to guidance and placement offices
11. Assisting with or coordinating the evaluation of the total student teaching program, including helping with placement and in-service follow-up
12. Planning in-service activities for supervising teachers and principals and college personnel associated with the off-campus program
13. Serving as consultant to cooperating school systems upon request
14. Acquainting himself with the personal and professional background of each student teacher
15. Helping public school personnel develop competency in guiding student teachers. *Actual guidance of student teachers is the responsibility of the public school personnel.*

The Guidance Director and the Director of Placement

Guidance in relation to the off-campus student teaching program stresses better understanding of the student in order that the conditions for student teaching will be made more favorable. Reports made available to the proper personnel for assignment of student teachers are summarized from cumulative records which have been evaluated continuously throughout the student's four years in college.

During student teaching and thereafter until employed, students are assisted by the placement bureau in becoming acquainted with job requirements and in making contacts for jobs.

In considering the responsibilities of these service areas to the student teaching program, the first three points given below are believed to refer more directly to services rendered by the guidance department, and the latter three are more specifically functions of the placement office:

¹⁴Curtis and Andrews, *Op. Cit.* p. 89.

1. Accumulating and making available to other college personnel background information on student teachers and recent graduates
2. Assisting in making student teacher assignments
3. Giving guidance to students in cases of personal-social adjustment in off-campus schools
4. Acquainting student teachers with services, competencies and personality traits that employers expect of teachers
5. Furnishing information regarding future job opportunities
6. Aiding in the location of supervising teachers (graduates) to serve as "top notch" people in the teacher education program.

Other Personnel

A program of high quality professional laboratory experiences necessary to develop teachers "of the first magnitude" cannot exist without concerted effort on the part of all concerned. We are aware that all resources basic to desired learning are not found in the content courses—biology, history, and the like; neither are they found in the campus or off-campus laboratory schools; nor are they found in the community. "But they are found in all of these—and more—in composite."¹⁵ In addition to the above, other personnel whose responsibilities comprise "the composite" include:

1. *Professional and Academic Personnel.* The work of academic and professional personnel must be functionally related so as to provide useful and meaningful experiences for the student in preparation for teaching. These persons are responsible for:

- a. Maintaining an awareness of the problems in teacher education
- b. Providing information regarding student's observation and participation in various experiences to those later responsible for directing and supervising the student's off-campus teaching
- c. Furnishing information about the student to the guidance director for dissemination to those latter responsible for off-campus teaching experiences
- d. Providing experiences which enable the student to relate theory and practice.¹⁶

¹⁵Goodlad, John I., "Teacher Training: Role in Various Types of Institutions," (in National Conference on Higher Education, *Current Issues in High Education*, 1956. pp. 191-195) Department of Higher Education, National Education Association, Washington, D. C.

¹⁶*Teacher Education for a Free People*, Op. Cit. p. 219, 221, 223.

- e. Making themselves readily available as resource persons to student teachers and public school personnel in off-campus centers
- f. Visiting and observing their student teacher majors in off-campus schools
- g. Acquainting the student with professional literature and providing opportunity for experiences in pre-service professional organizations.

2. *College-Controlled Laboratory School Personnel.* In the laboratory school, the student is able to see good teaching principles in practice, and, during participation, is given close guidance in planning and working with children. The laboratory school personnel work cooperatively in carrying out their responsibilities which include:

- a. Making available information regarding the student's observation and participation experiences to those later responsible for off-campus teaching
- b. Furnishing information about the student to the guidance director for dissemination to those later responsible for off-campus experiences
- c. Providing experiences which enable the student to relate theory and practice
- d. Planning, demonstrating and evaluating teaching for college classes and individuals¹⁷
- e. Serving as consultant and resource person (when the student seeks help) to student teachers in the off-campus centers.

3. *Follow-Up Coordinator.* (Might be director of student teaching, college supervisor or personnel of guidance and placement offices). Through the work of the follow-up person, the college is able to gain first-hand information concerning how well it is preparing teachers to cope with responsibilities of public school teaching. In addition to informing the college of the strengths and weaknesses in its educational program, the follow-up supervisor is responsible for:

- a. Carrying on a regular visitation program to in-service graduates
- b. Gathering information from the field through questionnaires, letters and interviews with graduates
- c. Helping in student teaching seminars to develop on the part of prospective teachers better awareness of the types of experience required for in-service competency

¹⁷*Teacher Education for a Free People, Op. Cit.* p. 227-228.

- d. Assisting college personnel with the supervision of student teachers in the off-campus schools
- e. Acquainting both the college and the public school with weaknesses and strengths in the student teaching program as revealed by the performance of their graduates.

When college personnel, public school staffs and citizens alike become actively aware of their stake in the education of teachers, then and then only will we approach our goal to provide good teachers in all classrooms for "All America's Children." The time is now to transform cooperative intent into cooperative action.

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IV

COOPERATIVE IN-SERVICE ACTIVITIES OF COLLEGE — PUBLIC SCHOOL — COMMUNITY WHICH CON- TRIBUTE TO HIGH QUALITY PROFESSIONAL LABORATORY EXPERIENCES*

To improve the quality of teacher education, professional leaders are trying to determine what cooperative in-service activities of the college, public school and community contribute to continuing high quality professional laboratory experiences. How shall the activities be chosen? By what principles can they be guided, and in what ways can their effectiveness be increased?

Answers to these questions are not to be found easily in listings of "Worthwhile Things to Do" or "Short Cuts to Utopia," but rather in specific situations in which people live and learn together. It is crucial that the college, public school and community cooperatively explore potential resources and activities and discover which cooperative in-service activities each can best provide from its own vantage point.

THE COLLEGE ASSUMES MAJOR RESPONSIBILITY FOR IN-SERVICE EDUCATION

Providing Courses

The college is generally expected to assume major responsibility for initiating in-service education activities in programs of off-campus professional laboratory experiences. Perhaps the most common practice is to offer a "course." The Pennsylvania State University has a course entitled *The Supervision of Student Teachers*; Marshall College, Huntington, West Virginia, for three Summers had a course entitled *The Critic Teacher*. At the AST Conference in Chicago in February, 1956, several people representing a number of different teacher education institutions reported that their colleges are offering courses, frequently at the request of supervising teachers. The courses deal with reasons for professional laboratory experiences, methods of supervision, and methods of evaluation. The courses are intended to meet the needs of the particular teachers enrolled, so the

*Prepared by Lois C. Blair from report of Workshop Production Group 3 (group members listed at end of section).

teachers must share in setting the goals, determining the content, and evaluating each step in the process toward goal achievement.

The content of such courses not only is pertinent to the course objectives but the procedure can be important in illustrating desirable teaching procedures, for example, teacher-pupil planning. For some supervising teachers this may be a first experience with teacher-pupil planning, in which case, the process should be examined to enable and facilitate transfer to their work with pupils and student teachers. The teachers need to consider how this principle has operated and how it can operate in all teaching whether it be in the elementary school, the secondary school, or at any level in higher education.

Courses, offered to improve the quality of professional laboratory experiences, are sometimes tuition free; sometimes offered on a scholarship basis as was the case at Agnes Scott College and Emory University.¹ Such courses can be arranged for credit or without credit—on campus or off-campus; they can be intensive courses or extended over a longer period of time; they can be given by a single institution, by several institutions, or by institutions cooperating with the state department of education. A course can be offered by institutions using local schools, scattered area schools, or professional laboratory experience centers because everyone comes together in a central place, not necessarily on campus, to learn and to solve common problems.²

Arranging Conferences

Another in-service activity which the college frequently sponsors is the conference. Colleges, singly or jointly, may bring together all their supervising teachers and principals once a year, twice a year, or as often as feasible to examine present practices and determine how to improve the quality of work done. Frequent meetings are necessary if high quality experiences are to be developed. Conference programs include such activities as:

1. Speakers, distinguished in the area of teacher education
2. Panels of student teachers

¹See detailed report, Sam P. Wiggins, "Improving Off-Campus Student Teaching," *Education*, 73:622-29, June, 1953.

²See also, Lindsey, Margaret, "The Status of College and University Courses and Programs for Supervisors of Student Teaching," *Developing Facilities for Profession Laboratory Experiences in Teacher Education*, Thirty-Third Yearbook, The Association for Student Teaching, Lock Haven, Pennsylvania, 1954. Chap. IV., pp. 215-223.

3. Panels of recent graduates
4. School analysis in preparation for a visiting committee from an accrediting agency
5. Production of a student teaching handbook
6. Studies of "how-to-do" such things as:
 - Gradual induction
 - Conferencing
 - Planning—daily and long range
 - Evaluation
7. Meetings in departmental groups with the college staff.

At the request of a college representative—perhaps the director of student teaching or the coordinator of field experiences—the supervising teacher is freed by the superintendent of schools to attend such a conference. The student teacher, under the supervision of the principal or the teacher across the hall, has full teaching responsibility for the day. Conference dates are deliberately set late enough in the student teaching experience so that most student teachers will need a minimum of supervision. The above arrangement presumes a student teaching period of at least one college quarter in length.

The conference programs are planned by a standing committee to insure some continuity in the work done. Supervising teachers should be represented on the planning committee or have a voice in the planning through the use of reaction sheets at each conference.

The college urges the supervising teachers to form car pools and the college pays travel expenses at a mileage rate. Morning coffee and tea, provided by the college, are served during registration; and lunch is served in the college dining room.

The above conference plan, of course, is not the only pattern which can be used. Some groups may need to undertake a program less elaborate and let it grow—developing a proper psychological and emotional climate or readiness for the intensive type of in-service educational experience.

One college of education in the South has recently employed a coordinator of field experiences whose responsibility it is to bring together, at college expense, all the supervising teachers in a given subject-matter area with all the college staff members of that department for a dinner meeting. The purpose of the get-together is to build rapport, improve morale, develop mutual understanding, and discuss informally the experiences now being provided and possible

ways of improving the quality of teaching and learning. This group activity is so new that the teachers are probably still in the getting-acquainted stage, but such an activity has many advantages; it does build rapport and improve morale; it provokes thinking about the quality of professional laboratory experiences; and serves as a kind of evaluation of the program in operation, both at the college and off-campus.

The in-service activity described above is only the beginning of a larger, more intensive program of in-service education. With a coordinator, educated to initiate, guide and evaluate in-service programs, and employed by a college determined to raise its standards in teacher preparation, the program has every chance to succeed. One disadvantage in the above type of conference organization is that personnel in each subject-matter area have met as a group and there is much to be learned from the interaction of people in the various disciplines. When education is kept whole, better integration of experience and a higher level of performance is possible.³

Building Student Teaching Centers

The establishment of student teaching centers makes cooperative in-service activities mandatory. Before a college opens a center, much intensive study and long range planning must be done to prepare the staff, the children and youth, and the citizens of the community for the initiation of the student teaching program. The activities in preparing for student teachers involve college and public school staff alike; thus, these activities should be planned cooperatively. Actually, cooperating in arranging professional laboratory experiences is a kind of in-service activity in itself, not only for the public school staff, but for the college staff as well.

Before placing college students in a given school for professional laboratory experiences, purposes need to be set up, understanding and philosophy developed, policies agreed upon and the nature of professional laboratory experiences defined; the role of the persons to be involved must be very clear.*

College representatives may need to spend a year or more in a given school working with school and community personnel helping

³See also, Curtis, Dwight K., and Tanruther, Edgar, "In-Service Improvement Programs for Cooperating Teachers and Laboratory School Supervisors," *Developing Facilities for Professional Laboratory Experiences in Teacher Education*, Thirty-Third Yearbook, The Association for Student Teaching, Lock Haven, Pennsylvania, 1954. Chap. XIV., pp. 200-214.

*See Section I on "Selection of and Contractual Arrangements with School and Community Centers."

them to prepare to guide prospective teachers through student teaching or other professional laboratory experiences; acquainting pupils with the general nature of the program; and helping the community understand the meaning and importance of student teaching to them now and in the future. Parents and friends of the school may need help in recognizing their role in assisting these young, temporary residents find themselves and adjust to community living. Such a program in building centers is now underway at Pennsylvania State University, State College, Pennsylvania; University of Tennessee, Knoxville, Tennessee; Iowa State Teachers College, Cedar Falls, Iowa, and Michigan State University, East Lansing, Michigan;⁴ and promises to provide professional laboratory experiences of higher quality because in-service activities are planned cooperatively and contribute to the professional growth of everyone involved. The center provides rich opportunity for continuous planning, study and evaluation as the program develops in the school and community. It is easy to meet, to develop mutual understandings and plan reciprocal services. Status barriers soon disappear.

A competent college supervisor or coordinator of student teaching working in cooperating schools contributes, consciously or unconsciously, directly or indirectly, to in-service education. Some excellent examples of cooperative activities appear in the 1956 AST Yearbook, *Four Went to Teach*.⁵ One example concerns Mrs. Olsen, Henry Waddell's supervising teacher, who wasn't able to help Henry very much with problems which he identified outside of the textbook and general routine management of the classroom. Mrs. Olsen was willing, however, for Henry to try ideas which he had gleaned from his college courses and from his conferences with Miss Hanley, the college supervisor. It was through the student teacher that Miss Hanley indirectly helped Mrs. Olsen see the importance of learning as much as possible about the children and their backgrounds, the means of securing such information, the value of having interest groups in reading, the need for keeping records, and some possibilities for doing a better job with student teachers in the future. There are numerous other examples of cooperative in-service activities presented for your consideration in the 1956 AST Yearbook.⁶

⁴Stearns, Troy, "Off-Campus Experiences in Teacher Education," *College of Education Quarterly*, 2:3-7, October, 1956. College of Education, Michigan State University, East Lansing, Michigan.

⁵*Four Went to Teach*, Thirty-Fifth Yearbook, The Association for Student Teaching Yearbook, Lock Haven, Pennsylvania, 1956.

⁶*Ibid.*

THE PUBLIC SCHOOLS SHARE THE RESPONSIBILITY FOR EDUCATING TEACHERS

The public schools, recognizing their share of responsibility for educating teachers and realizing the contributions that student teachers can make to enrich a school program, often ask a college to consider using their facilities for professional laboratory experiences.* Such an invitation indicates a fine professional attitude; a willingness to examine their school program critically, openly, and cooperatively, although not necessarily to change it. It indicates a desire to grow and improve. When the public schools open their doors to teacher educators, they signify their acceptance of a mutual obligation to improve the quality of educational experience. The staff is then committed to study groups and planning committees made up of fellow staff members, college personnel, college students, especially those who have finished student teaching, and in some cases, graduate students.

Capitalizing on Special Events

The public schools have within their realm vast reservoirs for professional laboratory experiences that have hardly been identified and are relatively untouched. One such reservoir is the school's special events. Some moves have been made to explore this area but only on the fringes. If the public schools (maybe at the suggestion of some college person) issued an invitation to teacher education institutions to send students and staff to their schools for special events, it is necessary for college and public school personnel to consider cooperatively what purposes may be served and what procedures may be followed in making this a valuable professional laboratory experience for students. Analyzing a situation cooperatively to determine what teaching-learning experiences it affords, planning with the college students for the experience, guiding and then evaluating that experience with them is a "terrific" in-service educational experience that results in high quality learning experiences for students and high level performance for teachers.

Some of the special events in the public schools to which college students may be invited for professional laboratory experiences through observation and participation include:

Education conferences

American Education Week Activities

*See Section I, "Criteria for the Selection of School and Community Centers."

Parents' Day

School plays

Study committees—Curriculum development
Report card revision (Parents also attending)

Faculty meetings

Career Day

College Day

When public school officials invite college representatives to share in their College Day or Career Day program, they frequently ask that some college students be brought along because they have a unique contribution to make. College students frequently can give better answers to high school students' questions than can college staff members. These opportunities with proper planning and guidance can be high level professional laboratory experiences for college students. They may be the experiences that make students sure they want to complete their professional preparation and teach or that they never want to teach.

Examining the Whole School Program

Planned visitations in schools are essential for prospective teachers if they are to gain enough background experience to enable them to select and discriminate among the many school practices. In the Baltimore Public Schools one class group in curriculum with their instructor from Towson State Teachers College is welcomed for an entire week to study the school as a unit. These college students work in classrooms, on the playground, in the office, and in the stockrooms. They talk to children, parents, custodians, supervisory personnel, specialists, teachers and principals. After their guided observation and participation experiences in the various phases of the school program, the students have a conference with the principal and college instructor to point up the relationships among the various parts of the school program. This cooperative in-service activity benefits not only the college students but the college instructor who has to know and keep up with the program in the Baltimore Public Schools if he is to secure permission to use the schools for this purpose and to guide the learning of the college students successfully. The public school staff, too, is challenged not only by the children in the classrooms, but also by the presence, the questions, and the occasional suggestions of the college students and their teacher. The program

at Towson⁷ exemplifies a type of cooperative in-service activity that contributes to continuing high quality professional laboratory experiences preceding student teaching.

Experiencing Professional Group Membership

Another kind of cooperative in-service activity may be reported from Schenectady, New York, where students from a number of nearby colleges do their student teaching.⁸ College supervisors and public school personnel have arranged weekly meetings with the student teachers as a group so that students may experience group procedures, serve as members of committees, and participate in group study in an in-service program. This cooperative activity is orientation for student teachers in the values of group organization and membership as they approach a rich professional life. College supervisors, public school personnel, and student teachers constitute a group in which the inexperienced teachers can gain a feeling of belonging, a sensitivity to the values inherent in professional group membership, and a desire to be an active, contributing member of professional organizations.

Exchanging Points-of-View

More cooperative in-service activities between the college and public school could be arranged if the college would invite public school personnel to serve as speakers and consultants on the campus. Let's not "kid" ourselves; all the good minds in education are not on college faculties. Public school personnel have a significant contribution to make because they represent the public school point-of-view so essential to understanding educational theory and practice. In rendering this service to the college, the public school person involved has a stimulating professional experience. He does some purposeful reading, some critical and creative thinking; he generalizes, organizes and justifies his thinking. He is further stimulated by interaction in the group with which he works and everyone should gain new insight into educational problems.

College staff members have come to realize that many benefits derive from their visiting in the public schools and taking college students with them. The values are obvious; college staff who isolate

⁷This program was described by Dr. Ruth Smith, Towson State Teachers College, in an address entitled *Newer Approaches to Initial Teaching Experiences* before the Pennsylvania Association for Student Teaching, March 16, 1956.

⁸*Ibid.*

themselves in cloistered corners of the campus lose contact with children and youth, and with the reality of the public schools. But what about the public school teachers visiting the college classes to see good teaching, to share in the thinking, or just to get a "lift"? If public school teachers are to share the responsibility for educating teachers—and they are—, they need to know how college work has changed since they were undergraduates. These public school teachers may like to take with them some pupils who wonder what college is like and whether or not they may want to go. The path between the college and the public school ought to be wide enough to be traveled in both directions.

THE COMMUNITY COOPERATES IN TEACHER PREPARATION

Getting Acquainted

Every community expects a lot of its teachers, so it has a responsibility to help prepare teachers for the job to be done. There are many ways in which the community does cooperate in teacher education. First of all, parents welcome student teachers to participate in their parent-teacher conferences; they respect them at parent-teacher teas. Homeroom parents regard student teachers as members of the professional staff and consult with them about the activities of the class. Parents undertaking a school improvement project are pleased to get to know the student teacher when they come to school to wash and paint the walls of the classroom, repair and refinish the furniture, and make draperies for the windows. Are these cooperative in-service activities for continuing high quality professional laboratory experiences? In what better ways can prospective teachers learn to know parents and the role they play in education?

Parents and other citizens of the community have an obligation to welcome student teacher members of the staff, make housing accommodations available to them and to help them become acquainted with such community agencies as the PTA, the churches, service clubs and recreational organizations.

Some communities plan a "Welcome Back to School" night for parents, teachers and students to develop a communal spirit. This activity planned for the opening of school includes only those student teachers assigned for the first semester. Would it not be desirable to plan a "Mid Term Rally" to include the second semester student teachers? Associations of this type are pleasant to teachers

and aid in relieving fears and tensions in parent-teacher relationships. Teachers who have had pleasant relations with parents during their student teaching experience are likely to work well with parents throughout their teaching careers.

Using Local Agencies

Parent-Teacher Associations, which are cooperative by nature, could contribute more to extending professional laboratory experiences of high quality than they do if they would set up a committee to discover ways in which the PTA can offer more and better professional laboratory experiences to prospective teachers. In many communities, student teachers are included on PTA committees, on the programs, and in social activities, but PTA's can do better than that if they will study their resources.

For several years government agencies, service clubs, youth organizations and other community agencies have welcomed college staff and students to use their organizations for whatever learning experiences are available. Many good things have resulted from the use of these community resources, but we have barely scratched the surface in terms of the potential laboratory experiences buried there.⁹ Why? Because the program is new. We have not identified—and probably never will—all the resources for learning experiences; we have not learned how to work with the time and money limitations we have, but we have had excellent cooperation from the community agencies. They have not only been cooperative and helpful; they have been patient.*

Including Business and Industry

Communities are recognizing values and benefits from various kinds of cooperative action. Business, Education, and Industry Day seems to have brought together people from three different areas, interested in each other's line of work. Intervisitation develops understandings through which each is more appreciative of the other's problems. More and more people are realizing that education in community life is for community benefit, a total community project.

⁹Blair, Lois C., *An Exploration of the Nature and Function of Laboratory Experiences in the Development of General Education Courses Offered at State Teachers College, Indiana, Pennsylvania*, Unpublished doctoral dissertation, Teachers College, Columbia University, 1953.

*See also, Section VIII, "High Quality Professional Laboratory Experiences in Community Activities and With Parents."

Assuming Leadership

We are gaining some insight and developing skills in using our community as a laboratory for learning; and our town people, too, are becoming more aware of our problems, which are really mutual problems. Suggestions and support for cooperative activities are beginning to originate in different organizations. For example, the Presbyterian Church has just recently proposed a program to assist the churches in small college towns in co-sponsoring and financing a good, well-organized program for the religious education of their young people while they are in college. This program has tremendous possibilities and may develop into retreat programs and camping projects.

Some communities are initiating prospective teachers into civic activities by inviting them to play in the community band and orchestra while they are temporary residents there. One community is taking students with majors in speech into the community speech clinic which is maintained solely by one of the men's service clubs for treatment and surgery of those afflicted with such deformities as hair-lip and cleft-plate. Another community uses college students to conduct a county-wide Easter Seal campaign for the benefit of crippled children. This kind of laboratory experience is especially beneficial to college students preparing to be teachers. Among other things it develops a philanthropic attitude toward children; it provides a person-to-person contact with "very important people" in the community; it shows large scale organization and develops efficiency in operational procedures. Community-college relationships of this kind and quality by their very existence add dignity and strength to an improving society.

ACTIVITIES HAVE DESIGN AND PURPOSE

Activities for activities' sake yield little to improve the quality of professional laboratory experiences. In order that cooperative in-service activities may be meaningful and purposeful, they should be selected on the basis of accepted criteria such as those listed below:

1. Cooperative in-service activities should be selected according to the needs, interests and competencies of the persons to be involved.
2. Activities should be selected to provide balance and variety in experiences, that is, professional, social, aesthetic and spiritual; firsthand and vicarious; leadership and followership.

3. In-service activities should be determined according to the nature and extent of previous experiences.
4. In-service activities should take into account various trends that are significant and psychologically sound, e.g., the growing importance of group activity, the inter-relationship of disciplines, the trend to meet individual differences.
5. Activities agreed upon should be selected to contribute directly to high quality professional laboratory experiences.

Cooperative in-service activities should be carried on according to guiding principles agreed upon by the personnel involved. The following principles are suggested:

1. All cooperative in-service activities of the college, public school and community should be focused first on the welfare of the children and youth in the school.
2. The in-service activities of the college, public school and community should be identified, planned and undertaken cooperatively.
3. The college has a responsibility to initiate in-service activities involving the public school and community.
4. In-service activities should be designed to bring about desired change and improved quality of experience for prospective teachers.
5. The framework of cooperative activities should be kept flexible so as to permit revision whenever evaluative studies show need.
6. The role of every person involved in each teaching-learning situation needs to be defined and mutually understood within the framework of shared responsibility.
7. Persons involved in in-service activities should want to be involved, feel a need to be involved, and sense a belongingness and security in the group.
8. People who are to participate in in-service activities must be oriented to the work and motivated to grow progressively.
9. Differences should be respected and encouraged to allow freedom of expression in creativity and initiative.
10. Within broad areas of agreement in philosophy, principles and values, there should be relatedness of the activities and direction toward accepted goals.
11. The professional and personal competence of personnel employed to participate in cooperative activities, should be carefully considered.
12. Leadership in group study should change when activity

changes to equalize or distribute responsibility and eliminate status barriers.

13. Identifying resources for professional laboratory experiences is the joint responsibility of the college, public school and community.

COOPERATIVE PLANNING INCREASES EFFECTIVENESS

The descriptive reports of cooperative in-service activities as they are being carried on in various college, public schools and communities throughout the country seem to indicate that each college-public school-community must do its own planning and develop its own in-service program cooperatively.

To initiate a program of cooperative in-service activities, the college may invite representatives from the public schools and community to meet with several college representatives to explore the possibilities and probable values of a College-Public School-Community Activities Committee, and form a temporary committee if the idea seems feasible. The first responsibility of that committee might be to make an in-service job-analysis to determine what activities are underway. Having evaluated these activities and identified needs, plans could then be formulated to carry on some cooperative in-service activities. It is important that time should be made available or scheduled, and in-service activities be undertaken gradually. The effectiveness of any program involving several persons increases when each has a share in the planning and feels a responsibility for the quality, in this case, the quality of professional laboratory experiences.

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V

CREATING A CLIMATE CONDUCTIVE TO HIGH QUALITY PROFESSIONAL LABORATORY EXPERIENCES*

A desirable climate may not be potential for a given community. Circumstances actually may prevent the development of such a climate regardless of the cooperative efforts of the parties concerned. Conditions which must exist before we can have confidence that cooperative activities involving college, public school and community personnel can develop a climate conducive to high quality professional laboratory experiences were reviewed under Section I.** Vasey,*** for example, emphasized the importance of selecting centers with the highest degree of potential and intensively exploring the professional laboratory experience program with public school and community personnel before making a final decision concerning a center.

If the recommendations of Section I have been followed, a good climate exists in the school and community before negotiations between college, public school and community begin. That is, the community has a strong school program and faculty, well financed; a desire to have a good educational program for boys and girls; and, in general, a forward looking community spirit. Upon the foundations identified in Section I, we believe that the task is described better as refinement of climate than as development of climate. In any case, to realize the climate desired, college, public school and community personnel must give special consideration to provision for development of mutual working philosophy, ways of working together, essential physical facilities, and reciprocal services.

DEVELOPING A MUTUAL WORKING PHILOSOPHY

It is assumed that the philosophy of the public school and college are in close agreement; otherwise the public school would not have

*Prepared by E. S. Christenbury from report of Workshop Production Group 4 (group members listed at end of section).

**See Section I, "Conditions Essential for the Development of High Quality Professional Laboratory Experiences" and "Selection of and Contractual Relations with Off-Campus Centers."

***Hamilton G. Vasey, Superintendent of Schools, Fargo, North Dakota, in address to the Workshop.

been selected as a center.¹ Agreement may have been ascertained by discussion; observation in the public school; public school personnel visitation at the college; or from exchange, study and discussion of printed materials prepared by each. Colleges may have printed materials such as syllabi; statement of philosophy, purposes or objectives submitted to an accrediting agency; bulletins giving philosophy and program in some or all curricula; and leaflets used in advertising the college. All materials of such nature should be made available to the public school and community to help in understanding the teacher education program and philosophy (or philosophies) of education advocated. The public school should have comparable printed materials available to college personnel.

Most important in developing a mutual working philosophy is provision for planned, purposeful meetings between college, public school and community personnel. Such meetings are basic to mutual understandings. They should be held sometimes at the public school and sometimes at the college. The following types of meetings are recommended:

1. Discussion between groups having specific mutual interests—such as business education personnel in the college, laboratory school and public schools, college teachers of education in primary grades and primary grade teachers in public schools
2. Inter-visitation followed by discussion—such as public school elementary teachers visit college classes in teaching of arithmetic, and college teachers or arithmetic visit elementary school classes in the center
3. Discussion between student teachers, public school teachers and college teachers in areas such as music, science, or art
4. College personnel attendance at PTA and other public meetings in the center
5. Public school personnel attendance at conferences and workshops and discussion groups on the college campus.

Printed materials that have been prepared by college and public school should be used as a basis for discussion in such meetings. If printed materials are not available, statements should be prepared and mutually studied. They must be concise and may include such topics as:

¹Engle, Shirley and Sharpe, Donald M., "The Cooperating School: Current Functions in Teacher Education," *Functions of Laboratory Schools in Teacher Education*, Thirty-Fourth Yearbook, The Association for Student Teaching, Lock Haven, Pennsylvania, 1955. Chap. III, pp. 51-60.

1. Purposes of education in a democracy
2. Providing for range in ability, interests, social development and emotional stability
3. The teaching of language arts in the total school program
4. Guidance in the public school
5. Reporting to pupils and parents
6. The nature of high quality student teaching experiences
7. Student teacher evaluation
8. Supervision of student teachers.

There should be no attempt to tediously outline philosophy in any area, to reach agreements concerning detailed specifics in philosophy or practice, to influence change unduly in the college or public school philosophy but rather to reach understandings. It is most important that channels of communication be open, that definite provision be made for continuing meetings between the groups, that printed materials be exchanged as prepared, and that personnel and material resources of one be available to the other.

WORKING TOGETHER TO DEVELOP GOOD RELATIONSHIPS²

Initiative in developing good working relationships is significant but agreement concerning responsibility must be determined. Also, responsibility actually may rest with several groups. For example, the preparation of a supervising teacher for work with student teachers is the responsibility not alone of the college but of the administrative and supervisory staff of the center, the coordinator of the center, the state department of public instruction and those presently supervising student teachers in the public school. Evaluating a student teacher is a responsibility of the school principal, supervising teachers, public school supervisors, coordinator of student teaching and student teacher. Whatever the "working together situation," the responsibility for success rests with all persons and groups concerned.

Responsibilities for activities and situations that should contribute to good working relationships are listed below.

State Department of Education-College-Cooperating Center

1. Provide orientation for supervising teachers in the public schools before assigning student teachers.

²See, Dieckman, Verna, "Developing Good Working Relationships with Off-Campus Cooperating Schools," *Developing Facilities for Professional Laboratory Experiences in Teacher Education*, Thirty-Third Yearbook, The Association for Student Teaching, Lock Haven, Pennsylvania, 1954. Chap. III, pp. 26-45.

2. Develop state-wide organization to develop standards for high quality professional laboratory experiences.
3. Plan for and develop professional laboratory experiences program in school and community.
4. Develop professional laboratory experiences program as a total school responsibility.
5. Prepare literature describing and illustrating public school and community responsibilities in teacher education.
6. Arrange inter-visitation meetings to evaluate developing programs in off-campus centers.
7. Arrange sessions to study total teacher education program.

College Cooperating Center

1. Provide for orientation and planning between student teacher and supervising teacher before the student teaching period begins.
2. Select and evaluate supervising teachers.
3. Define responsibilities of college and public school personnel in supervision of professional laboratory experiences.
4. Hold exchange meetings to study intensively the programs of college and public school.
5. Employ public school personnel supervising student teachers to teach college classes during Summer session.
6. Evaluate the student teaching program.
7. Plan the nature of student teaching program before the program is started.
8. Plan the development of the student teacher program.
9. Exchange personnel in consultative and resource capacities.
10. Make it possible for the student teacher and supervising teacher to work together over a period of time that is adequate in length.
11. Assign student teachers using all information available.

Cooperating Center Personnel—Student Teacher

1. Provide for the gradual induction of the student.
2. Evaluate student growth day-by-day and at the end of the student teaching period.
3. Arrange for the student to operate as a teacher in the building and community.
4. Keep the community informed regarding the student teaching program.
5. Make the student responsible as he demonstrates ability to assume responsibility.

PROVIDING ADEQUATE PHYSICAL FACILITIES

Responsibilities for physical facilities may be assumed by the college or public schools or jointly. Essential physical facilities must be determined and responsibility cooperatively designated. To provide a climate conducive to high quality professional laboratory experiences, certain facilities are necessary. Those listed below are illustrative:

1. Private office or other space for the supervising teacher—student teacher conferences
2. Availability of all school equipment and materials to student teachers as to regular teachers
3. Adequate instructional equipment and material for class and extra-class program
4. Adequate reference materials and current periodicals to assist public school personnel in supervising student teachers
5. Space for the student teachers' personal materials
6. Classrooms of adequate size for challenging instructional programs
7. Community which provides rich living experiences for student teachers
8. Attractive and well-equipped living accommodations for student teachers
9. Adequate and cooperative custodial service
10. Seminar space for student teachers and college coordinator
11. Adequate office space and facilities for college coordinator
12. Space for housing teacher education references and current periodicals for supervising teachers, principals and student teachers.

PROVIDING SERVICES IN DEVELOPING A GOOD CLIMATE

Many reciprocal services can be provided which can contribute immeasurably to the development and maintenance of a good climate. These services may be provided jointly or by the college or public schools. Both should be constantly alert for opportunities to provide services which will contribute to the program of the other and to mutual understanding. Examples of such services are:

1. Cooperative preparation of student teaching guides or handbooks

2. Cooperative preparation of evaluative criteria of the student teaching program
3. College distribution of newsletters prepared by and for student teachers
4. Cooperative preparation and distribution of helps in supervising student teachers
5. Publication of articles on student teaching program or on supervision of student teachers
6. Exchange visitation in classes
7. Cooperative experimentation in student teacher or pupil program
8. College use of public school personnel in conferences or workshops as panel members, discussion leaders, recorders and planning committee members
9. College location of potential supervising teachers to recommend for positions in cooperating centers
10. Travel expenses and time off with pay for public school personnel to attend teacher education conferences and workshops in and out of state.

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VI

HIGH QUALITY STANDARDS FOR PROFESSIONAL LABORATORY EXPERIENCES DEVELOPED AND IMPLEMENTED AT THE STATE AND LOCAL LEVEL*

The responsibility for improvement of teaching exists at all levels of government and may be initiated at the local level, the state level, or by simultaneous action. Wide variations in educational structure and practice from state to state necessitate independent action by each state in the development of standards designed to meet the educational needs of that state.

Within each state, there must be developed a long-range plan, sequential in nature, leading toward the attainment of high quality in professional laboratory experiences for prospective teachers. While it is of vital importance to improve standards as rapidly as possible, the long-range plan should not be so rigid as to be inflexible in interpretation or implementation. Emergencies will arise, and adequate provision must be made for meeting them in a manner that will encourage rather than deter state-wide support for an emerging program of high quality. The long-range plan having the greatest possibility for permanent value will evolve through cooperative efforts of the state, the college and local school systems working together to achieve the highest possible standards in the light of available resources.

RESPONSIBILITIES FOR DEVELOPMENT OF HIGH QUALITY STANDARDS

The State

While the state has legal authority and final responsibility for teacher education and thus could impose standards, it can best serve in a leadership and service capacity with its primary emphasis directed toward stimulating action at the college and local school levels. The State Department of Education, for example, should work closely with colleges and universities and local school systems desiring consultative service or financial assistance in developing off-campus

*Prepared by Hamilton G. Vasey from report from Workshop Production Group 5 (group members listed at end of section).

centers which will make available high quality in professional laboratory experiences. Newer practices in such states as Georgia, Kentucky, Illinois, Texas and Indiana relative to development of standards for professional laboratory experiences and certification of supervising teachers by the state should be studied for purposes of possible adaptation. Initiative for state-wide study of practices and standards in teacher education and particularly in quality of off-campus professional laboratory experiences may have to come from the State Department of Education. Also, the state agency may need to provide leadership in pursuing the study until standards of high quality are developed and approved by the teacher education institutions and public schools. For standards to be realized in practice, the state agency may have to subsidize schools cooperating with the colleges in providing professional laboratory experiences.

The College

The key position in the initiation and development of a sound long-range plan of high quality is held by the college faculty. Operating as a whole, and through its individual faculty members, the college should aid the public schools as well as lay groups in understanding the nature of and in interpreting responsibility for professional laboratory experiences of high quality. The college must work closely with the state and local school systems in conducting research leading to standards of high quality and to better evaluation of the extent to which these standards are resulting in better-prepared teachers.

The Local Level

Local community groups have a definite part to play in the development and implementation of high quality standards for professional laboratory experiences. The local board of education, in cooperation with college officials, should work out a contractual relationship that clearly defines the obligations of each party.* The professional staff of the public school must accept more responsibility for interpreting to the community the essentials for high quality programs in off-campus centers. Active lay participation at the local level builds support for the program where it is most needed—among the patrons of the school.

Basic to developing and implementing a high quality program

*See Section I for basic elements of a contractual agreement, "Selection of and Contractual Agreement with School and Community Centers."

are the needs for ample funds and periodic evaluation. The availability of funds will depend upon the willingness of the public to support the program. Their willingness will depend in large measure upon the extent to which they are informed. The purpose of evaluation is to check progress step by step toward the ultimate goals as defined in the long-range plan. Evaluation must take into consideration limitations imposed by conditions within each state and local system.

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VII

RELATIONSHIPS BETWEEN ON AND OFF-CAMPUS PROFESSIONAL LABORATORY EXPERIENCES*

High quality in off-campus professional laboratory experiences is dependent partially upon relationships to the on-campus teacher education program and specifically to laboratory experiences provided on-campus. Teacher education institutions are responsible for careful records of pre-student teaching laboratory experiences of students with growth evaluation whether provided in campus laboratory schools, nearby public schools or community activities. To facilitate progress in off-campus teaching, the record of each student should go to his supervising teacher prior to the beginning of the student teaching period.

Records of experiences and evaluation of growth in off-campus teaching should be equally comprehensive. Records sent to the supervising teacher and those prepared by him while working with the student teacher should be returned to the college. All records then can be used in planning post-student teaching professional laboratory experiences with and for the student.

The procedures outlined above place a heavy responsibility on all persons associated with students' professional laboratory experiences. But, to have essential relationships for high quality experiences, the procedures are necessary. Development of comprehensive recording and evaluation of experiences, should provide for experiences graduated in depth and breadth toward high competency in responsibility. It is not considered possible for an equivalent degree of competency to be attained by non-graduated experiences and little or no relationship between on and off-campus experiences.

Eight principles which should contribute to close relationship between on and off-campus experiences and to sequential planning of experiences are recommended below:

1. The philosophy of education in the teacher education program and in the public school program must be reasonably harmonious and compatible. The philosophy of each must be known to the other. Laboratory experiences on-campus

*Prepared by E. S. Christenbury from report of Workshop Production Group 6 (group members listed at end of section).

in a science class in which only references are used and in a science class off-campus in which only a textbook is used do not have the proper relationship; neither do unit and project teaching on-campus and textbook and laboratory manual off-campus.

Kindergarten experiences on-campus in which activities were centered around readiness while off-campus experiences were centered around beginning reading, numbers, writing and workbooks; on-campus meaningful experiences with numbers while off-campus experiences were drill, are other illustrations of lack of compatibility between programs and, therefore, lack of relationship in experience.

2. Public school personnel should have an understanding of the competencies that the college program is designed to help the student develop. What categories of responsibility in public school teaching are included in the teacher education program on-campus and what are expected to be emphasized off-campus? For example, is emphasis placed on the teacher-parent relations in education courses and in pre-student teaching laboratory experiences and is emphasis to be placed on this responsibility during off-campus teaching?
3. The college has responsibility for preparing and passing on to the off-campus school a carefully prepared record of the student's pre-student teaching professional laboratory experiences. This procedure has been highly developed at the University of Florida, Gainesville, Florida. Responsibility is established for recording experiences and for the accumulation of records of experiences in each student's folder. Student growth, as revealed in the cumulative record, is used in determining readiness for and in making the off-campus assignment. The student's supervising teacher then receives the record for use during the student teaching period.
4. The public school is responsible for preparing and passing on to the college a carefully accumulated record of the total off-campus laboratory experiences. The records required by the placement office are not adequate and not intended for the above purpose. Experiences, with evaluation of growth, should include participation and responsibilities in the areas of experience agreed upon. (See Section I). For example, the record should include, under extra-class, those activities with which the student worked such as assembly committee, pep club, science club, student council, annual or school newspaper; whether he participated or assumed responsibility; and evaluative statements of growth.
5. The college staff, including academic department personnel, is responsible for participation in the guidance and evaluation of each student during his laboratory experiences on

and off-campus. College class instructors, to provide adequate guidance in education, must spend time with students in their pre-student teaching laboratory experiences whether in the laboratory school, public school or community. Also, instructors must know the activities and personnel of a community group, a public school class or a laboratory school class before students are assigned for pre-student teaching experiences. Judgment must be made by instructors regarding actual and potential value of such pre-student teaching experiences in terms of student needs, interests and growth.

Responsibility by many instructors for off-campus contacts with students during student teaching is not possible because of travel distance unless student teaching is in centers and the centers are relatively close to the campus. Suggestions given in Section V help to bring college instructors close to the off-campus student teaching program and to the experiences of individual students.

6. The college staff, including academic department personnel, and the off-campus personnel, is responsible for helping the student define and secure appropriate guidance in removing weaknesses revealed in professional laboratory experiences. In a particular case, the supervising teacher seeks help from the principal, the principal from the coordinator, the coordinator from the student's advisor on campus, the advisor from the guidance office, the guidance office from the school doctor and the school doctor from the student's parents. A student may lack understanding of and ability to work harmoniously with pupils. Conferences including supervising teacher, principal, coordinator, director of student teaching and on-campus advisor may result in recommendation for a second period of student teaching. Another student may lack judgment in discussing school conditions with teachers and parents. Students enjoy greater freedom of expression on college campuses than is generally possible in a public school and community. A situation of this type may be handled successfully by public school personnel but the student's on-campus advisor should be included in counseling with the student.
7. A continuous evaluation of the teacher education program should be carried on cooperatively by the college staff, public school personnel, students and graduates of the program. Each year, in one college in the field of music, first year teachers, student teachers, off-campus supervising teachers, laboratory school teachers and college class instructors devote one day to an evaluation of the music education program in terms of preparation for public school music teaching. All groups listed above need not be included in each

evaluation. As examples, pre-student teaching experiences might be evaluated by the coordinator and public school personnel in terms of student performance in off-campus teaching; adequacy of academic background might be evaluated by supervising teachers and college instructors; and understanding of child growth and development might be evaluated by supervising teachers, student teachers and education department instructors. Wholesome attitudes toward evaluation must permeate the activities of public school and college personnel in teacher education programs.

8. Available research should be used in planning and developing programs of professional laboratory experiences. Research has given few answers to problems in programs of professional laboratory experiences. Types of experiences which contribute most effectively to growth in making value judgment, ability to act on insight, ability to act effectively from generalization, ability to generalize from experience, or ability to meet spontaneous demands of pupils have not been determined. Length and breadth of experiences most effective in developing confident, creative teachers have not been determined. Ways have not been discovered by which student behavior, change or growth in professional laboratory experiences can be measured by objective instruments. Research that is available should be distributed to cooperating public schools and be made a part of their professional libraries. College and public school personnel as they work together in discussions, reach judgments regarding program and supervision, evaluate program and experiences, and formulate policies, should continuously study and seek guidance from available research.

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VIII

HIGH QUALITY PROFESSIONAL LABORATORY EXPERIENCES IN COMMUNITY ACTIVITIES AND WITH PARENTS*

At present, prospective teachers do not receive adequate insight into the nature and extent of their obligations for participation as teachers in the life of the communities in which they will work. Superintendents frequently rate teachers low in participation in community activities. Teacher education institutions must, in the future, direct more attention toward this aspect of teacher preparation if they desire teachers to feel really accepted as worthwhile members of a community.¹

What teacher-community relationships are important in the development of feelings of acceptance by both parties? Identified below are broad areas with which the prospective teacher should have some contact during the period of preparation for teaching; illustrating types of activities which will serve to strengthen understanding of community organization. Obviously, no prospective teacher can participate in all of the activities. The list is not intended to be inclusive, but it is hoped that every prospective teacher will participate in enough activities in each area so that he will feel reasonably comfortable in and familiar with each area. If observation and participation in community contacts are spread throughout the entire teacher education program, rather than confined to the period of student teaching, much more can be accomplished.²

RECOMMENDED AREAS OF EXPERIENCE FOR ALL PROSPECTIVE TEACHERS

Religious Activities

1. Working in Sunday School
2. Working with youth activities in church

*Prepared by Hamilton G. Vasey from reports of Workshop Production Groups 7 and 8 (group members listed at end of section).

¹Reed, Helen M., "Role of Community Agencies in Laboratory Experiences," *Journal of Teacher Education*, 4:314-15, December, 1953.

²Blair, Lois C., *An Exploration of the Nature and Function of Laboratory Experiences in the Development of General Education Courses Offered at State Teachers College, Indiana, Pennsylvania*. Unpublished doctoral dissertation, Teachers College, Columbia University, 1953.

3. Teaching in Vacation Bible School
4. Counseling in church camp
5. Participating as a member of adult church groups
6. Singing in a church choir
7. Helping with activities of a YMCA or YWCA

Service and Civic Organizations

1. Visiting service clubs
2. Helping with Boy or Girl Scout activities
3. Attending meetings of local governmental bodies such as Board of Education, City Council, or County Commissioners
4. Seeing firsthand the activities of local patriotic or political organizations
5. Working in 4H Clubs
6. Participating in meetings of Women's Clubs and American Association of University Women
7. Working as a volunteer in local civilian defense

Health and Welfare Agencies

1. Visiting such community agencies as child guidance clinics, family service centers and settlement houses
2. Becoming familiar with services available through medical and dental clinics and hospitals
3. Learning about the activities of a Council of Social Agencies and helping with welfare fund drives

Social, Cultural and Recreational Opportunities

1. Helping with recreational activities for teenagers at youth centers
2. Attending lectures, concert series, Little Theatre, art clubs and adult education classes
3. Visiting the library and museum and contacting persons prominent in the arts in the community
4. Participating with others in such recreational activities as bowling and swimming

Business and Industrial Opportunities

1. Conferring with community leaders in the fields of banking, journalism, radio and television, business and industry, and with the local Chamber of Commerce Executive
2. Participating in Business-Education Day and its counterpart

Parent Contact Opportunities

1. Professional contacts including:
 - a. Conference in the interests of the child
 - b. PTA, room groups and other parent groups
 - c. Field trips where parents assist

- d. Parents as resource persons in classroom projects
 - e. Cooperative committee work involving school staff and parents
 - f. Special study groups or seminars utilizing parent participation
2. Social contacts such as:
- a. Receptions
 - b. Invitations to visit in homes
 - c. School parties, programs and open houses
 - d. Group recreational projects involving parents

COMMUNITY EXPERIENCES FOR PROSPECTIVE TEACHERS

Values from Community Study

The desirable outcomes of a planned community study are many. For the prospective teacher, such study will result in increased confidence in his work at school and in the community. More knowledge about the community and increased ability in utilizing community resources with pupils is a second advantage. The prospective teacher will get better understandings of the problems of the community and how the teacher as an individual and the school as an agency of society can help solve these problems.

The teacher education institution also will benefit. Its relationships within the community will be improved, resulting in better acceptance of the college program. In-service growth of the college staff can be expected, along with curricular adaptations, and more willingness of staff members to engage in inter-departmental cooperative effort. Community studies will make available much information which will contribute toward more appropriate placement of teachers in those communities.

A well organized program of community study will produce benefits for the community. It will focus attention on its strengths and weaknesses, and open avenues leading to community improvement. Through cooperative study, the community will perhaps see the need for better utilization of its human resources, thus avoiding undesirable duplication of effort. The community will come to a fuller understanding of the teacher education institution's contribution to the economic, social and civic life of a community, as well as a greater appreciation for what its own agencies are doing for community betterment.

Conditions Essential for High Quality Community Experiences

Even though the thorough community study approach may not be undertaken as an integral part of the prospective teacher's professional preparation, there is need for some form of a planned program through which high quality laboratory experiences relating to community life can be provided. Certain conditions relating to the student, to the college, and to the community must be satisfied before high quality experiences can result.

1. Opportunities for prospective teacher-community experiences must be available throughout the entire teacher education program.
2. Specific types of experiences and their placement in the over-all community experience program should be related to the interests and needs of the individual prospective teacher.
3. Experiences should be planned so that they will fit most naturally into the prospective teacher's program. Some activities can well be provided outside the regular academic year; for example, Summer round-ups, camping activities, and business and industrial contacts. Others may arise through specific requests from a community organization, as might be the case with a high school career day, or assistance in 4H Club work.
4. The organized course dealing with school and community offers an excellent opportunity in which many types of desirable experiences may be made available. Or, it may be preferable to relate specific types of community activities to one of several different courses offered by different departments of the college; for example, community recreation through the college physical education department.

It would be desirable for two reasons to see that activities and experiences are made available in more than one community for any given prospective teacher. First, the nature of experiences gained by a prospective teacher in a certain type of activity in one community may not be at all like that obtained in another community. Second, the range of available opportunity in a single community may not be diversified enough to cover all areas in which the prospective teacher should have contact or direct experience. Obviously, then, some advance study of community make-up must be made by the college staff in order to plan a community experience program for its prospective teachers.

Administration and Supervision of Community Experiences

The college must first determine what types of experiences in the field of teacher-community relationships should be provided. By means of a community survey, the college staff can determine what any given community has to offer in this field, as well as what its untapped resources may be. A decision can then be reached as to whether or not in a given community conditions exist which will guarantee high quality experiences in teacher-community relationships. It would seem to be desirable to establish an advisory group to aid in recommending policies related to a community experience program. This might at the outset, be an inter-departmental college advisory group until such time as communities have been selected for study, and later be expanded to include student and community representation. Such a group might well include among its functions the following:

1. Relating the community experience program proposals to the scope and sequence of the college offerings, both curricular and extra-class
2. Developing the necessary administrative and working framework related to such matters as staff, administration, scheduling, philosophy; supervision by the college, public school and community agency; and contractual relationships, if necessary
3. Providing for guidance of individual students and their placement in appropriate activities
4. Arranging conferences including all persons involved to insure adequate planning and orientation
5. Establishing appropriate follow-up and evaluation procedures.

If high quality in prospective teacher-community relationships is to be assured there are a number of basic considerations to which the college administration must agree.

1. It must be recognized that a sufficient amount of the time of both college and cooperating public school personnel must be made available to plan, supervise and evaluate the community experience program.
2. Realistic consideration must be given to the load carried by the prospective teacher, both in terms of credit and time involved.
3. There must be definite allocation of authority and responsibility for initiating, supervising and evaluating the pro-

gram of community experiences. Leadership should probably emanate from the department in charge of laboratory experiences, but the cooperation of other departments is essential, also.

4. It is up to the college administration to see that plans are made whereby college personnel may become sufficiently acquainted with and related to the communities involved. One way of accomplishing this is through the use of a resident coordinator who has responsibilities to a given public school system as well as to the college.

PROSPECTIVE TEACHER-PARENT RELATIONSHIPS

If the prospective teachers' experiences in the community are to be of high quality, contacts with parents are vitally important. Too frequently, teacher-parent relationships have resulted from child difficulties, rather than from a recognition of the contributions which parents may make toward improvements in the educational program. Because of their interest in children, most parents are interested also in the competence of teachers. This concern relates to the student teacher as well. Is the prospective teacher a "fit" person to be a teacher? How has the selection been made? What type of teacher preparation program has been developed by the college? Answers to questions such as these should be provided to parents through school channels.

Direct Experiences with Parents

In addition to providing parents with information about the student teacher, it is advantageous to establish personal contact between home and prospective teacher early in the student teaching period. This may be done through parent-teacher conferences when the prospective teacher is included, through home visits, or through social gatherings arranged for by the school. Early provision for personal contacts helps to break down the barriers which tend to discourage parents from making valuable contributions toward high quality professional laboratory experiences for prospective teachers. Parental feelings of inferiority and hesitancy in cooperating fully for fear of being misinterpreted thus can be greatly reduced. Through parental contacts the prospective teacher not only learns more about the children, but can identify parents who may be used as resource people in the classroom. Parents, in return, will gain increased understanding of the teacher education program and thus be able to offer valuable help in interpreting the program to the community.³

³Curtis, Dwight K., "Good Teachers, Whose Responsibility?" *California Parent-Teacher*, 32:12-13, September, 1955.

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IX

EVALUATION AND OFF-CAMPUS LABORATORY EXPERIENCES*

The graduate of a baccalaureate degree program is not a finished product. Neither, for that matter, is the graduate of a five-year program. But the product should at least be a person with the ability and will to evaluate self, to intellectualize from experience, and to grow continually. Upon teachers lies the responsibility for preparing persons for all the professions and vocations. An equal or greater responsibility is the preparation of citizens capable of preserving and improving a democratic society. Therefore, all segments of that free society have an interest in and a responsibility for the preparation of highly qualified teachers.

Basic to the effectiveness of any program of education is evaluation of its product. This evaluation must result, in turn, in re-evaluation of objectives, facilities and procedures, and their revision, not only in terms of findings, but in terms of ever-changing needs of the community.

Off-campus student teaching practices present the the most sizeable, if not the most crucial, and certainly the newest area in considering evaluation of teacher education programs at the present time. Concentration upon evaluation of off-campus laboratory experiences does not imply exclusion of campus laboratory experiences. Nor should the term "off-campus professional laboratory experiences" be construed to mean only student teaching. Rather it should encompass all directed off-campus school and community activities which give the prospective teacher contact with children and with school and community situations.

Evaluation of the off-campus experiences should be a part of evaluation of the whole teacher education program. And the teacher education program should be recognized as being the responsibility of the whole institution. Worthwhile evaluation must have not only the quality of being continuous, but it must have breadth of scope, diversity in procedure and participating agents, and depth of interpretation. And the evaluators must "take stock" frequently.*

*Prepared by Ruth A. Stout from reports of Workshop Production Groups 9 and 10 (group members listed at end of section).

*See Section II, "Interpersonal Relationships, Reminder and Review."

EXTENT OF OFF-CAMPUS PROGRAMS

Of the four-year regionally-accredited colleges preparing teachers in the United States, 85 per cent report using off-campus schools for some laboratory experiences in the 1952-53 school year.¹ About one-fourth use both campus and off-campus schools. Another fourth use only off-campus schools in the local community, and more than one-third use off-campus schools in local and other communities. Current discussions indicate that still other institutions have added off-campus experiences in the past three years. Not even ten per cent of all institutions use campus laboratory schools exclusively. Clearly, concentrated study of the off-campus laboratory experiences is timely.

More than two-thirds of all institutions report assigning not more than one or two student teachers to a supervising teacher in any one semester. This practice fortunate as it is in terms of value, clearly expands the problem of program development and evaluation in terms of the numbers of supervising teachers that must be involved. Half the institutions have between 16 and 75 per semester. One-tenth of the institutions report having more than 75 supervising teachers in a single semester, the number running into the hundreds in a few instances.

Just one-third of the institutions require some observation of directed youth experience prior to student teaching. Not quite one-fifth require some type of pre-student teaching laboratory experience other than mere observation.

Only 15 per cent have demonstration through performance in a laboratory situation as a criterion for determining readiness for student teaching. Only ten percent provide more than a brief mimeographed statement to help orient students to student teaching. It is an educated guess that institutions which do not provide detailed descriptions for students, do little more to orient supervising teachers.

In recommending students for certification, fewer than half the institutions use as criteria one or more of the following: (1) activity in class, extra-class and community indicative of the student's leadership; (2) ability to communicate effectively; (3) demonstrated ability to understand and work with children. About half the institutions do evaluate emotional stability. Not even one-tenth base certification recommendations on the review of each case by a faculty committee.

¹Ruth A. Stout, *Selective Admissions and Retention Practices in College and University Programs of Teacher Education*. Unpublished doctoral dissertation, University of Minnesota, 1957.

All the rest rely, apparently, on the judgment of a single individual. Of course the single judgment may be used on a composite of other evaluations in some institutions. But almost four-fifths admit to automatic recommendation on the basis of registrars' reports of completed requirements. Just about one-third of the institutions report continuing programs of follow-up on teacher education graduates.

Clearly, it is time to look at that most promising practice in the preparation of teachers—the off-campus laboratory experience—re-emphasize goals, set new ones, and in general review critically a situation which involves at least 85 per cent of all institutions preparing teachers at the baccalaureate level.*

Those interested in student teaching are in effect struggling through the rugged terrain of a canyon. But it is possible to look up, to be inspired, and to know that the peaks are attainable. It is important, however, to know which trails will lead most quickly and safely to the heights. Certain principles appear basic to productive evaluation.

SUGGESTED PRINCIPLES FOR EVALUATING OFF-CAMPUS PROFESSIONAL LABORATORY EXPERIENCES²

1. Success in teaching is not totally the result of pre-service laboratory experiences, but these experiences are of sufficient importance to justify careful evaluation following the student's induction into teaching.
2. Pre-service laboratory experiences should necessarily be judged as valuable in terms of their effect upon the success of the teacher in the field.
3. Evaluation, in the light of the beginning teacher's competencies and needs as revealed during his first few years in the field, should be a continuation of evaluations made of other aspects of his pre-service program.
4. The evaluation should utilize a variety of sources such as questionnaires and rating sheets, personal interviews, observations, group and individual conferences, and personal letters.
5. The evaluation should attempt to ascertain (a) the value placed upon his pre-service laboratory experiences by the teacher in the field; (b) estimates of the teacher's success supplied by administrators and others qualified to judge it.

*See Section VIII "High Quality Professional Laboratory Experiences in Community Activities and With Parents," p. 73ff.

²From report of Workshop Production Group 10.

6. No one should be better able to evaluate his pre-service laboratory program than the teacher himself as he meets the challenge and demands of his professional life.
7. Growth in in-service teaching depends in part upon attitudes toward self-evaluation which have been developed during pre-service professional laboratory experiences.
8. Evaluation should be the result of cooperative planning by representatives of local school systems, college personnel including both student teaching supervisors and others from the education department, young teachers, community leaders, parents and pupils.
9. Evaluative instruments should be suitable to the situation in which they are to be used.
10. Evaluations should be interpreted in the light of (a) such data as can be obtained regarding both the teacher and the teaching situation; (b) the number of teachers evaluated; (c) the scope of the evaluation data; (d) the number of sources and evaluating agents from which evaluations have been received; (e) the findings of previous evaluations.
11. Evaluation by college personnel will be facilitated by maintaining communication between the beginning teacher and his former counselors and supervisors.
12. There should be continuous evaluation of the evaluative procedures.

PROPOSED GENERAL STANDARDS FROM WHICH MAY BE
DERIVED SPECIFIC PATTERNS AND PROGRAMS
FOR EVALUATION OF PROFESSIONAL
LABORATORY EXPERIENCES³

Both quantitative and qualitative standards for evaluation should be set up and applied. Either for purposes of evaluating the experiences or the product, off-campus professional laboratory programs should be judged in terms of whether they include sufficient and varied opportunities in (1) classroom instruction, (2) extra-class activities, (3) school improvement activities, (4) pupil guidance and counseling, (5) teacher-administrator relationships, (6) teacher-parent relationships, (7) teacher-community relationships, and (8) self-growth activities.

Then each of these experiences should be assessed in terms of whether its quality is such as to enable the beginning teacher to exhibit growing ability to (1) act on insight or understanding, (2)

³From report of Group 10, as adapted from "Guidelines for the Workshop" by Dwight K. Curtis.

generalize or intellectualize on the basis of experience, (3) evaluate his performance in various teaching situations, (4) provide for his continuing self-growth, (5) maintain high ethical standards in professional contact, (6) make value judgments consistently in many and varied situations, (7) take responsibility as a professional person in school and community, (8) act creatively, (9) function with confidence, (10) manifest sensitivity in human relations, (11) respond positively to cultural values, (12) act with consideration of accepted moral and spiritual values, and (13) respond positively to spiritual influences.

RESPONSIBILITY FOR EVALUATION

All individuals and groups involved in either the preparation of teachers or consumption of their services directly or indirectly, should assume some responsibility for determining long-range goals and policy.* Similarly, these various agencies or groups should participate cooperatively in evaluation to determine whether or not objectives continue to be suitable and whether existing procedures result in achievement of desired goals. The needs for communication, favorable climate, common understandings, cooperative planning, cooperative achievement, cooperative evaluation are repeated so often as almost to become a refrain. Yet these processes and conditions are all essential to any program's continued improvement and effectiveness.*

The educator has responsibility not only to educate and prepare others to do so, but to keep communities informed of the work of the school, its methods and the reasons underlying current practice. Members of the community should assume citizen responsibility through inquiry, participation, support and constructive criticism. At the same time citizens should respect those professionally prepared to administer and to teach. Clear distinction should be maintained between lay-professional development of policy and professional responsibility for determining and using procedures to achieve objectives in harmony with agreed-upon policy.**

The state shares with the local community the responsibility to support the schools, and to develop and maintain high quality programs of education. Hence, both community and state have responsibility for securing and retaining highly qualified teachers in suf-

*See Section VII "Relationships between On- and Off-Campus Professional Laboratory Experiences," p. 68.

*See Section I "Introduction—Guidelines," p. 4-6.

**See Section III "Roles and Responsibilities of Personnel Involved in Off-Campus Professional Laboratory Experiences."

ficient numbers to provide the educational services. Responsibility for initiating action and evaluation does not always lie with the same agency, but responsibility for assisting lies with all concerned.***

***See Section IV "Cooperative In-Service Activities of College-Public School-Community Which Contribute to High Quality Professional Laboratory Experiences."

SUGGESTED ALLOCATION OF RESPONSIBILITY AMONG COOPERATING AGENCIES¹

COLLEGE	PUBLIC SCHOOL	LOCAL COMMUNITY ²	STATE ²
I OBJECTIVES			
•1 Setting the objectives	1. Helping set objectives by deciding what the public school wants in a teacher	1. Deciding what kinds of teachers it wants	1. Accrediting programs in terms of professionally established standards
•2 Interpreting the objectives to public school, community and student teachers	2. Including interpretation in its in-service work	2. Interpreting of objectives by professional organizations, fraternal groups, service clubs, and other community agencies	2. Helping to interpret objectives in terms of accreditation of the institution and certification of graduates
•3 Continuously appraising objectives to improve professional laboratory experiences	3 (Same)	3. (Same)	3. (Same)
II PROCEDURES, METHODS, MATERIALS			
•1 Doing research on newer and better teaching methods, providing personnel	1. Providing the laboratory, doing action research	1. Providing the laboratory	•1. Financing and directing educational surveys and research; publicizing college, public school and state studies
•2 Presenting a variety of effective teaching procedures	2. Choosing and using the teaching procedures most rewarding in light of local situation	2. Making sincere effort to understand modern education in society	•2. Coordinating services of colleges to provide statewide coverage
3 Providing consultant services in area	3 Providing adequate materials and equipment	•3. Providing financial resources	3. Providing materials, consultative services and finance to supplement local resources

¹From report of Workshop Production Group 9

²Indicates group which has responsibility for initiating action, though obviously, the responsibility must be shared by all four groups

³See Section VI "High Quality Standards for Professional Laboratory Experiences Developed and Implemented at the State and Local Level"

COLLEGE	PUBLIC SCHOOL	LOCAL COMMUNITY	STATE
III TESTING PROCEDURES, METHODS AND MATERIALS IN THE LIGHT OF THE OBJECTIVES BY DETERMINING THE QUALITY OF.			
•1. Graduates in terms of effective teaching	•1. Educational program in terms of the needs of pupils and improved student behavior •2. Working conditions related to load, tenure and physical facilities •3 Professional growth through: a Active membership in professional organizations b Service above the expected minimum level c Observance of ethical practices d Contributions to professional literature e. Continuing in-service education	1. Educational program in terms of student needs and improved student behavior 2. Participation in creating and maintaining a desirable climate which attracts and holds superior teachers 3. Awareness of need in terms of willingness to encourage and finance	1. Program and graduates in terms of mutually established state and national accreditation, and certification and reciprocity agreements 2. Achievement and maintenance of conditions consonant with desired state and national standards 3. Institution's graduates in terms of professional growth and the State's program to stimulate such growth
2. Graduates in terms of their contribution to school morale			
3 Graduates in terms of their professional growth			

*Indicates group which has responsibility for initiating action, though obviously, the responsibility must be shared by all four groups

Assumption of responsibility includes evaluation. In any evaluative process the results should be used to re-examine objectives and procedures in order that new centers for off-campus professional laboratory experiences may be selected and existing centers improved in terms of the findings.

The Integrating Agent for Evaluative Processes

Directors and supervisors of student teaching occupy a most strategic position for melding the entire experience of professional preparation and even the entire profession. They are the much needed line of communication between the public school faculties and the college faculties; between the novitiate and his actual experience; between those who on the whole tend to recognize the need for professional unity and objectivity in evaluation of the profession—up, down, and across—and those who tend to get lost in their own special areas.

As representatives of all segments of the profession, the directors and supervisors of student teaching are in strategic position to establish mutual evaluation. Such evaluation should lead to changing the "either-or" arguments to "both-and" agreements: liberal arts and education, subject matter and methods, breadth and specialization, membership in special professional societies and in over-all professional organizations, campus laboratory school experiences and off-campus experiences. Thus the present circular movement can become an upward spiral resulting in increased success in making quality breed quality.*

Better laboratory experiences can result in better teachers who will succeed and therefore remain in teaching. They, in turn, will attract the able among their students also to the ranks, and make the educational system what it must become if the present free society gets beyond the dangerous stage where "a little learning is a dangerous thing."

A Check List: Evaluating the Teacher Education Program as It Relates to Off-Campus Professional Laboratory Experiences

A. On-Campus:

1. Are the subject-area teachers involved in supervision and evaluation of the off-campus student teaching? Have they been educated in what to expect, what to look for? Have

*See Section V "Creating a Climate Conducive to High Quality Professional Laboratory Experiences."

they learned to assume their share of the institution-wide responsibility for preparing effective teachers?

2. Does the institution's preparation of prospective teachers include building recognition of the public school teacher's and administrator's responsibility for helping prepare teachers?

Does the institution's general education for citizenship develop the concept of the school-community responsibility for providing teacher education students from among its ablest high school graduates; for financing education; for providing physical facilities, materials, and community climate that will attract and hold capable teachers—and hence provide the desirable laboratory for still others?

Where better should future teachers learn the importance of schools and teachers to a free society than in those schools and from those teachers?

3. Does the institution prepare students for the off-campus laboratory experiences and determine readiness for student teaching? Off-campus schools have a right to reasonable assurance that they can, without jeopardizing the discharge of their major responsibility of teaching children, also help prepare new teachers.
4. Does the institution provide service to the supervising teacher specifically, but also to the entire school faculty and the community so that the off-campus student teaching experience is beneficial to all concerned—hence an activity to be sought eagerly and conducted in terms of high quality and ability?
5. Is there acceptance by all concerned of the fact that effective off-campus laboratory programs probably are as costly and may be even more costly than the campus laboratory school program—costly in terms of time, planning, evaluation, conduct, and money?
6. Is the institution sufficiently familiar with its teacher education students, with the personnel in off-campus schools, and the community climate, so that each student is placed where situational and inter-personal relations will be most conducive to success and productivity?
7. Is similar consideration given all these factors when teacher education graduates are placed in initial teaching positions? If not, how can evaluation of the program, in terms of the performance of the teacher in the field have much value?
8. When the teacher education program and off-campus laboratory experiences are evaluated, is the evaluation made in terms of the institution's long-range goals, and is it made by all persons who have responsibility for helping in the achievement of an effective program?

B. Off-Campus:

1. Is the off-campus student teaching situation such that campus laboratory experiences and pre-student teaching experiences on and off-campus can contribute to the effectiveness of the off-campus student teaching situation?
2. How do the kinds of experiences available in the off-campus laboratory compare with the kinds of experiences which a teacher in the field is apt to have?
3. Is the off-campus situation such that having prospective teachers in the school helps or hinders the learning situation for pupils, college students and school faculty?
4. Does the off-campus program provide extensive experience in terms of quality, quantity and time?
5. Are the off-campus situation and the relationship between the on-campus and off-campus experiences such as to permit (a) the reconciling of actuality, professed values, theory and practice? (b) the opportunity for the student to formulate his own theory and check its consistency with contemporary learning theory?
6. Are each student's experiences unique in that they are structured in terms of his individual needs and maturity level?
7. Is the off-campus situation such that the student is prepared to act on the basis of insight, principle and value judgment rather than according to a pattern?
8. Is the off-campus experience such that the student can develop skill in current best practice and yet also be creative? Similarly, does the situation at once protect the school children from ill-advised experimentation and yet avoid imposing undue restrictions on the prospective teacher's initiative?
9. Is the situation sufficiently permissive that all—school children, prospective teacher, student teaching coordinator, supervising teacher, administrator et al—can accept and give criticism constructively?
10. Is the best that is available in off-campus laboratory experiences good enough to be used? If not, can it be made better? Otherwise it should not be used. If it is good enough, can it be made still better? "Good enough" is not enough in terms of the importance of the work to be done.

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